

ORCUTT UNION SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

Wednesday, December 14, 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 6:15 p.m.

Reconvene in Open Session at 7:00 p.m.

I. OPEN SESSION 6:00 PM

A. Call Meeting to Order

B. Pledge of Allegiance

C. Adoption of December 14, 2022 Agenda

Moved _____ Second _____ Vote _____

D. Annual Organization of the Board

1. **Administration of Oath of Office to Unopposed Board Members**

The Superintendent will administer the oath of office to:

Shaun Henderson, Mark Steller, and Melanie Waffle

2. **Election of the Board President**

The Board shall elect a President of the Board of Trustees.

Moved _____ Second _____ Vote _____

3. **Election of Board Clerk**

The Board shall elect a Clerk of the Board of Trustees.

Moved _____ Second _____ Vote _____

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

The Board shall elect a Secretary of the Board of Trustees.

Moved _____ Second _____ Vote _____

5. **Setting of Date, Time and Place for all Regular Board Meetings in 2023**

The Board shall set the date, time, and place for all regular meetings in 2023.

Moved _____ Second _____ Vote _____

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

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

Moved _____ Second _____ Vote _____

E. Identify Closed Session Topics: the Board will adjourn to Closed Session to address the items listed under III. A-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 7:00 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. Ralph Dunlap Performance
 - 2. OAHS Jazz Band Performance
 - 3. OAHS ASB Update
 - 4. DARE Recognition – Leslie Avila
 - 5. Technology 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 November 9, 2022, Regular Board Meeting Minutes
- D. Approval of Warrants
- E. Board Bylaw 9100 Organization, for the second reading
- F. Board Bylaw 9220 Governing Board Elections, for the second reading
- G. Board Policy 7150 Site Selection and Development, for the second reading
- H. Board Policy 7110 Facilities Master Plan, for the second reading
- I. Board Policy 6146.1 High School Graduation Requirements, for the second reading
- J. Board Policy 6158 Independent Study, for the second reading
- K. Board Policy 6164.2 Guidance and Counseling Services, for the second reading
- L. Board Policy 6178 Career and Technical Education, for the second reading
- M. Board Policy 4030 Nondiscrimination in Employment, for the second reading
- N. Board Policy 4119.1 Civil and Legal Rights, for the second reading
- O. Board Policy 4140 Bargaining Units, for the second reading
- P. Board Policy 4218 Dismissal/Suspension/Disciplinary Action, for the second reading
- Q. Olga Reed Modernization Project: Change Order #003 – Pre Con Industries, Inc.
- R. OAHs Girls Cross County Overnight Trip to CIF State Championship in Fresno CA, November 2022
- S. OAHs Girls Soccer Overnight Trip to Bakersfield, CA, December 2022

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

Moved _____ Second _____ Vote _____

VIII. ITEMS SCHEDULED FOR ACTION

A. GENERAL

- 1. California School Board Association Delegate Assembly Election

It is recommended that the Board of Trustees nominate a Board member to run for election in the CSBA’s Delegate Assembly, as submitted.

Moved _____ Second _____ Vote _____

2. Governance Handbook
It is recommended that the Board of Trustees approve the revision made to the Governance Handbook, as submitted.
Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

Information Only:

Presentation of the First Interim Report

1. 2022-2023 First Interim Report
It is recommended that the Board of Trustees approve the 2022-2023 First Interim Report with a positive certification for 2022-2023, as submitted.
Moved _____ Second _____ Vote _____
2. Resolution No. 9 2022-2023 Commit and Uncommit the General Fund Balance
It is recommended that the Board of Trustees adopt Resolution No. 9 Commit and Uncommit the General Fund Balance, as submitted.
Moved _____ Second _____ Vote _____
3. Resolution No. 10 2022-2023 Delegation of Authority to District Staff
It is recommended that the Board of Trustees adopt Resolution No. 10 Delegation of Authority, as submitted.
Moved _____ Second _____ Vote _____
4. Accounting of Developer Fees for the 2022-23 Fiscal Year (Annual Report)
It is recommended that the Board of Trustees approve the Annual and Five-Year Developer Fee Report, as submitted.
Moved _____ Second _____ Vote _____
5. Youth League Facility Use Agreements: Orcutt Youth Softball
It is recommended that the Board of Trustees approve the Youth League Facility Use Agreement with Orcutt Youth Softball, as submitted.
Moved _____ Second _____ Vote _____
6. AB1200 Public Disclosure of Proposed Collective Bargaining Agreement-Orcutt Educators Association
It is recommended that the Board of Trustees approve the AB1200 Disclosure of Proposed Collective Bargaining Agreement, as submitted.
Moved _____ Second _____ Vote _____
7. Pre-Authorization to Purchase Two (2) School Buses
It is recommended that the Board of Trustees approve the pre-authorization to purchase of two (2) school busses not to exceed, \$400,000, as submitted.
Moved _____ Second _____ Vote _____

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

9. Award of CUPPCCA Bid for Pine Grove Parking Lot Drain Inlet Installation Project
It is recommended that the Board of Trustees award the CUPPCCA bid to RDZ Contractors, Inc. for \$31,634, as they were the lowest, responsive, and responsible bidder.
Moved _____ Second _____ Vote _____

10. Award of CUPPCCA for Pine Grove Parking Lot Paver Replacement Project
It is recommended that the Board of Trustees award the CUPPCCA bid to RDZ Contractors, Inc. for \$46,710, as they were the lowest, responsive, and responsible bidder.
Moved _____ Second _____ Vote _____

11. Professional Service Agreement with Soils Engineering, Inc. to Perform Testing and Inspection Services for the Pine Grove Parking Lot Paver Replacement Project
It is recommended that the Board of Trustees approve the Professional Services Agreement with Soils Engineering, Inc in the estimated amount of \$4397, as submitted.
Moved _____ Second _____ Vote _____

12. Resolution No. 11 Grant Agreement Between the California Energy Commission (CalSHAPE) and Orcutt Union School District (OUSD)
It is recommended that the Board of Trustees adopt Resolution No. 11 Grant Agreement between CalSHAPE and OUSD in the amount of \$674,867.40, as submitted.
Moved _____ Second _____ Vote _____

C. EDUCATIONAL SERVICES

1. School Plans for Student Achievement for Patterson Rd., Pine Grove, Ralph Dunlap, Orcutt JHS, and Orcutt School for Independent Study
It is recommended that the Board of Trustees approve the School Plans for Student Achievement, as submitted.
Moved _____ Second _____ Vote _____

2. Resolution No. 12 CA Department of Social Services Authorization of Designated Personnel to Sign Contract Documents for the 2023-2024 School Year
It is recommended that the Board of Trustees adopt Resolution No. 12 CA Department of Social Services Authorization of Designated Personnel to Sign Contract Documents for the 23-24 School Year, as submitted.
Moved _____ Second _____ Vote _____

D. HUMAN RESOURCES

1. Provisional Internship Permit (PIP) to hire Crystal Dolan as a Full-Time Education Specialist at Ralph Dunlap Elementary School for the 2022-2023 School Year

It is recommended that the Board of Trustees approve the use of a Provisional Internship Permit (PIP) to hire Crystal Dolan as a full-time Education Specialist at Ralph Dunlap Elementary School for the 2022-2023 school year, as submitted.

Moved _____ Second _____ Vote _____

2. Approval of Tentative Agreement with Orcutt Educators Association (OEA)

It is recommended that the Board of Trustees ratify the negotiated agreement for the 2022-2023 school year with the Orcutt Educators Associate (OEA), as submitted.

Moved _____ Second _____ Vote _____

IX. GENERAL ANNOUNCEMENTS

- A. Unless otherwise noticed, the next regular Board meeting is scheduled for January 11, 2023 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, including language interpretation services please contact the Superintendent's Office at (805) 938-8907. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting. All documents related to the open session agenda are available for review 72 hours prior to the meeting at the Orcutt Union School District Office, 500 Dyer Street, Orcutt, CA.



Orcutt Union School District

Classified Personnel Action Report

December 14, 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
Azziz, Ali	Orcutt JH	Instructional Assistant, 2	13/6	6.0	\$21.25 per hr.	11/01/2022	Resignation
Babb, Melissa	Patterson	Instructional Assistant, 1	12/2	6.0	\$17.06 per hr. + 2.5%	11/01/2022	Promotion + Special Needs Stipend
Barajas, Julissa	Lakeview	Child Nutrition Worker	8/6	3.0	\$18.78 per hr.	11/02/2022	Increase in hours
Beas, Laura	Olga Reed/ Orcutt Academy K-8	Instructional Assistant, 1	12/3	6.0	\$17.90 per hr.	12/01/2022	Increase in hours
Borunda, Christina	Alice Shaw	Instructional Assistant, 2	13/4	6.0	\$19.26 per hr.	11/01/2022	Increase in hours
Castaneda, Gloria	Olga Reed/Orcutt Academy K-8	Instructional Assistant/PE	11/5	2.0 per wk.	\$19.25 per hr.	11/10/2022	Additional position
Castro, Celina	Patterson	Noon Duty Supervisor	6/1	1.5	\$15.00 per hr.	11/02/2022	New hire
Corral, Erica	Educational Services	Educational Services Support Clerk	18/4	3.0	\$21.80 per hr.	11/28/2022	New hire
Correa, Liz	Nightingale	Instructional Assistant, 1	12/3	6.0	\$17.90 per hr.	11/01/2022	Increase in hours
Dixon, Lupe	Olga Reed	ASES Homework Coach	8/6	3.92	\$250.00 per mo.	03/01/2023	Longevity – 20 years
Estrada-Julius, Vanessa	Orcutt Academy HS	Child Nutrition Worker	8/3	3.5	\$16.22 per hr.	11/14/2022	New hire
Frost, Rowena (Jean)	Central Kitchen	Child Nutrition, Lead Production	18/5	8.0	\$22.89 per hr.	01/09/2023 – 01/20/2023	Request unpaid leave
Gonzalez Calderon, Cristina	Educational Services	Community Liaison	14/3	6.0	\$18.81 per hr.	11/28/2022	New hire
Hummel, Sadye	Dunlap Campus Connection	Child Care Assistant	8/1	1.75	\$15.00 per hr.	11/02/2022	Additional position



Orcutt Union School District

Classified Personnel Action Report

December 14, 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
Ikola, Kaylee	Special Education Department	Behavior Intervention Specialist	IV	8.0	\$88,712 per yr.	12/01/2022	New hire
Laggren, Tatum	Pine Grove	Instructional Assistant, 1	12/6	6.0	\$20.73 per hr.	11/02/2022	Increase in hours
Lewton, Amy	Business Services	Senior Payroll Technician	28/6	8.0	\$200.00 per mo.	03/01/2023	Longevity – 15 years
Macias, Dalila	Alice Shaw	Community Liaison	14/3	6.0	\$18.81 per hr.	10/31/2022	Resignation
Newman, Ilia	Nightingale Campus Connection	Child Care Assistant	8/6	3.75	\$200.00 per mo.	03/01/2023	Longevity – 15 years
Olivares, Christina	Patterson	Noon Duty Supervisor, Substitute	6		\$15.00 per hr.	10/26/2022	New hire - Substitute
Stanley, Meghann	Dunlap	Instructional Assistant, 1	12/6	6.0	\$20.73 per hr.	01/09/2023 – 04/23/2023	Request unpaid leave of absence
Emp. # 898						11/01/2022	Request Early Retirement Incentive Program
Emp. # 2132						11/17/2022	Release from probationary employment



Orcutt Union School District

Certificated Personnel Action Report

December 14, 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
Dolan, Crystal	Ralph Dunlap	I-1	\$48,318* \$7,500*	12/15/2022	Approval of Temporary Contract Signing bonus paid over 2 years
Emp #100				11/8/2022	39-month rehire
Jones, Meredith	Pine Grove	VI-15	\$94,023	2022-23	Correction to Salary Placement
Matautia, Jewelee	District	Hourly	\$28	11/2-12/16/22	Special Tutor, 5 hrs wk

*To be prorated

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING MINUTES
November 9, 2022**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, November 9, 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 Melanie Waffle. It was moved by Shaun Henderson seconded by Melanie Waffle to amend the November 9, 2022 agenda by removing action item A4: California School Board Association Delegate Assembly Election Nominations and that it be placed on the December 14, 2022 Board Agenda. It was moved by Shaun Henderson seconded by Melanie Waffle to adopt the amended November 9, 2022 agenda. Members Present: Steller, Henderson, Morinini, Philips and Waffle. Administrators Present: Edds and Knight.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

It was moved by Liz Phillips seconded by Melanie Waffle and carried to adjourn to Closed Session at 6:01 p.m. Ayes: Steller, Henderson, 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 6:31 p.m. Ayes: Steller, Henderson, Phillips, and Waffle. Mark Steller reported no action was taken during Closed Session.

SUPERINTENDENT'S REPORT

OAHS ASB updated the Board on how successful Homecoming was and shared that they will be starting their middle school visits to promote OAHS. Kate McInerney, Principal at Joe Nightingale, and her 5/6 grade students updated the Board on Student Council and the benefits of Friend Mediators. Michael Shaw, drama teacher at OAHS, and his students presented on drama classes, productions, and current and future program goals.

ITEMS FROM THE BOARD

Melanie Waffle thanked Bethany Markee, Director of Child Nutrition, for a wonderful Health and Wellness event and she congratulated Joanna Hendrix on receiving the SBCEO Teach of the Year Award. Liz Phillips has enjoyed visiting school campuses and seeing students and teachers get back into the swing of things. Lisa Morinini thanked the principals for a thoughtful and insightful curriculum meeting last month and appreciates the effort that the Jr. Highs are putting into lunchtime activities. Shaun Henderson enjoys seeing our schools get back to normal with our traditional Apex Challenges and he also congratulated Melanie and Mark for being reelected to the Board of Trustees. Mark Steller enjoyed his recent visits to some of the school sites and even participated in a spontaneous Town Hall meeting at OAHS and was impressed at the high level questioning he received from students.

PUBLIC COMMENT

Lata Murti spoke about the importance of people attending the monthly School Board Meetings and shared a few ways that we would increase attendance at these meetings. Kelli Zamudio, OEA VP, gave an OEA update and shared an overall consensus of gratitude from members towards this years negotiations.

CONSENT AGENDA ITEMS

- 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
In was moved by Liz Phillips seconded by Lisa Morinini and carried to approve consent agenda items A-G, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

ACTION ITEMS

Board Bylaw 9100 Organization

It was moved by Shaun Henderson seconded by Liz Phillips and carried to approve the revised Board Bylaw 9100 Organization, for first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Bylaw 9220 Governing Board Elections Resolution

It was moved by Melanie Waffle seconded by Liz Phillips and carried to approve Board Bylaw 9220 Governing Board Elections, for first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Set Annual Organizational Meeting

It was moved by Shaun Henderson seconded by Lisa Morinini and carried to adopt the Annual Organizational Meeting for December 14, 2022, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Acceptance of Gift: Kiwanis Club of Orcutt

It was moved by Lisa Morinini seconded by Melanie Waffle and carried to accept the \$500 donation from the Kiwanis Club of Orcutt, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

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

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

OASIS Facility Use Agreement

It was moved by Melanie Waffle seconded by Shaun Henderson and carried to approve the OASIS Facility Use Agreement, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Policy 7150 Site Selection and Development

It was moved by Lisa Morinini seconded by Shaun Henderson and carried to 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. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Policy 7110 Facilities Master Plan

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

School Plans for Student Achievement for Alice Shaw, Joe Nightingale, Lakeview JHS, Olga Reed, and Orcutt Academy

It was moved by Liz Phillips seconded by Lisa Morinini and carried to approve the School Plans for Student Achievement, as submitted.
Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Policy 6146.1 High School Graduation Requirements

It was moved by Melanie Waffle seconded by Lisa Morinini and carried to 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. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Policy 6158 Independent Study

It was moved by Shaun Henderson seconded by Lisa Morinini and carried to 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. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Policy 6164.2 Guidance and Counseling Services

It was moved by Liz Phillips seconded by Melanie Waffle and carried to 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. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Policy 6178 Career and Technical Education

It was moved by Lisa Morinini seconded by Liz Phillips and carried to 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. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

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

It was moved by Shaun Henderson seconded by Liz Phillips and carried to accept the initial proposal for negotiations for the 2022-2023 school year from California School Employee Association Orcutt Chapter #255, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Policy 4030 Nondiscrimination in Employment

It was moved by Melanie Waffle seconded by Shaun Henderson and carried to 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. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Policy 4119.1 Civil and Legal Rights

It was moved by Shaun Henderson seconded by Liz Phillips and carried to 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. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Policy 4140 Bargaining Units

It was moved by Shaun Henderson seconded by Liz Phillips and carried to 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. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

Board Policy 4218 Dismissal/Suspension/Disciplinary Action

It was moved by Shaun Henderson seconded by Liz Phillips and carried to 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. Ayes: Steller, Henderson, Morinini, Phillips and Waffle

GENERAL ANNOUNCEMENT

Unless otherwise noticed, the next regular Board meeting is scheduled for Wednesday, December 14, 2022, beginning with Closed Session at 6:05 p.m., Open Session at 6:45 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 7:27 p.m. Ayes: Steller, Henderson, Morinini, Phillips, and Waffle.

RECONVENE TO PUBLIC SESSION

It was moved by Liz Phillips seconded by Lisa Morinini and carried to reconvened to Public Session at 8:48 p.m. Mark Steller reported that no action was taken during Closed Session.

ADJOURN

It was moved by Melanie Waffle seconded by Lisa Morinini and carried to adjourn the meeting at 8:48 p.m. Ayes: Steller, Henderson, Morinini, Phillips, and Waffle.

Holly Edds, Ed.D. Board Secretary

Lisa Morinini, Clerk, Board of Trustee

Warrants

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

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

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)

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. 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.

ORGANIZATION

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: 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

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)

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

To reduce costs associated with conduction elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election. accordance with state and federal law.

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)

Election Process and Procedures

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.

BOARD ELECTIONS

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.

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

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.

BOARD ELECTIONS

(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

BOARD ELECTIONS

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

Bylaw Adopted: 12-14-22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

SITE SELECTION AND DEVELOPMENT

The 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.

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.

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.

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 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, 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)

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

SITE SELECTION AND DEVELOPMENT

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

Policy Adopted: 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

FACILITIES MASTER PLAN

The Governing Board 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. 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.

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.

FACILITIES MASTER PLAN

Plan Components

The facilities master plan shall include:

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

FACILITIES MASTER PLAN

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 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.

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

Facilities

BP 7110(d)

FACILITIES MASTER PLAN

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

Policy Adopted: 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

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)

Successful completion of an approved computer science course that is classified as a "category c" course based on the "A-G" admission requirements 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)

HIGH SCHOOL GRADUATION REQUIREMENTS

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

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

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 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

HIGH SCHOOL GRADUATION REQUIREMENTS

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)

Retroactive Diplomas

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

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

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

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

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

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

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

3. Are veterans who entered the military service of the United States while in grade 12

HIGH SCHOOL GRADUATION REQUIREMENTS

and who had satisfactorily completed the first half of the work required for grade 12 in a district school

- 4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

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

- 1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
- 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)

<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

Instruction

BP 6146.1 (e)

HIGH SCHOOL GRADUATION REQUIREMENTS

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>
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

Policy Adopted: 12/14/2022

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for eligible students 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.

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.

Student participation in independent study shall be voluntary and no student shall be required to participate. (Education Code 51747, 51749.5, 517949.6) 5 CCR 11700)

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 day

General Independent Study Requirements

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 programs. When necessary, based on the specific circumstances of the student's approved

INDEPENDENT STUDY

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. 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

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 participating in an independent study program for 15 school days or more who are: (Education Code 51747)

1. Not generating attendance for more 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

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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 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. (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) Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement", 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 51747)

Master Agreement

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;)

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.

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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 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.
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.

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)

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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 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 independent study courses 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

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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
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.

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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
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, 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 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.
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

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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)

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)

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)

Records

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)

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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 as an electronic file in accordance with Education Code 51747 and 51749.6, as applicable.

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.

<i>State</i>	
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

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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

Policy Adopted: 12/14/2022

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

GUIDANCE/COUNSELING SERVICES

The Governing Board recognizes that a structured, coherent and comprehensive counseling program promotes academic achievement and growth, and serves the diverse needs of district students. 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 individual, group, and school community needs before, during, and after a crisis

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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

Educational and Career Counseling

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

GUIDANCE/COUNSELING SERVICES

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
 - 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.

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(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 school 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.

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)

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)

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)

Personal or Mental Health Counseling

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.

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

GUIDANCE/COUNSELING SERVICES

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.

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.

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.

GUIDANCE/COUNSELING SERVICES

Legal References

<i>State</i>	<i>Description</i>
5 CCR 4930-4931	Counseling
5 CCR 80049-80049.1	Pupil Personnel Services credential
5 CCR 80632-80632.5	Preparation programs for Pupil Personnel Services
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 3074.2College	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: 12/14/2022

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Career Technical Education

The Governing Board desires to provide a comprehensive career technical education (CTE) program in 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 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, 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.

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.

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.

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)

Career Technical Education

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)

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.

The 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.

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

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

Instruction

BP 6178 (c)

Career Technical Education

goals in the district's local control and accountability plan as necessary.

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
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

Career Technical Education

<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
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

Policy Adopted: 12/14/2022

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

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

NONDISCRIMINATION IN EMPLOYMENT

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

NONDISCRIMINATION IN EMPLOYMENT

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

All Personnel

BP 4030(d)

NONDISCRIMINATION IN EMPLOYMENT

Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407

Court Decision: Shephard v. Loyola Marymount, (2002) 102 Cal.Appl 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: 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

BP 4119.1 (a)
BP 4219.1 (a)
BP 4319.1 (a)

Personnel

CIVIL AND LEGAL RIGHTS

The Governing Board 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 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.

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, 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 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)

BP 4119.1 (b)
BP 4219.1 (b)
BP 4319.1 (b)

Personnel

CIVIL AND LEGAL RIGHTS

An employee who has disclosed improper governmental activity and believes that acts or attempted acts of reprisal have subsequently occurred 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.

Protection Against Liability

No employee shall be liable for harm caused by the employee's 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 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)

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 rights 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

BP 4119.1 (c)
BP 4219.1 (c)
BP 4319.1 (c)

Personnel

CIVIL AND LEGAL RIGHTS

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

Policy Adopted: 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Personnel

BARGAINING UNITS

The Governing Board recognizes the right of district employees to form bargaining units, select an employee organization as the exclusive representative 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.

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 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)

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 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)

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)

Personnel

BARGAINING UNITS

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)

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)

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

Personnel

BARGAINING UNITS

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

BP 4140 (d)
BP 4240
BP 4340

Personnel

BARGAINING UNITS

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.

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

Personnel

BARGAINING UNITS

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)

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

BP 4140 (f)
BP 4240
BP 4340

Personnel

BARGAINING UNITS

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: 12/14/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

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



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Construction Change Order- Pre Con Industries for the Olga Reed Elementary Classroom Modernization Project

BACKGROUND: Attached is change order request #003 from Pre Con Industries in the amount of \$53,816.94 for the Olga Reed Elementary Classroom Modernization Project. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for Pre Con Industries for \$53,816.94, as submitted.

FUNDING: Fund 21 – Building fund for the Measure G Bond

CHANGE ORDER

Distribution:

- OUSD
- 19-Six Architects
- Contractor
- TELACU Construction Management (TCM)
- Inspector of Record

Project:
Olga Reed Elementary Classroom Modernization
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **3**

Date: **11/22/2022**

To Contractor:
 Pre Con Industries, Inc.
 PO Box 5728
 Santa Maria, CA 93456

Contract Date: **4/13/2022**

The Contract Is Changed As Follows:
Refer to the attached summary page

The original Contract Sum was	\$	2,574,000.00
The net change by previously authorized Change Orders	\$	294,570.71
The Contract Sum prior to this Change Order was	\$	2,868,570.71
The Contract Sum will be Increased by this new Change Order in the amount of	\$	53,816.94
The new Contract Sum including this Change Order will be	\$	2,922,387.65
The Contract Time will be (increased)(decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

Note: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price Which have been authorized by Construction Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE OWNER, CONTRACTOR, AND CONSTRUCTION MANAGER.

Owner	Contractor	Construction Mgr.	Architect of Record	Inspector of Record
Orcutt Union School District	Pre Con Industries, Inc.	TELACU Construction Management	19-Six Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 5728 Santa Maria, CA 93456	604 N. Eckhoff St. Orange, CA 92868	560 Higuera Street, Ste C San Luis Obispo, CA 93401	1230 Doris Ave. Oxnard, CA 93030

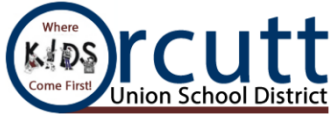
BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

CHANGE ORDER 03 - Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	Added Tackboard Above Sinks in Classrooms	8	Unforeseen Condition, refer to RFI #13 – During the demolition phase of construction, the existing finishes above all seven classroom sinks were comprised of different materials layered onto each other. Upon removal of the existing finishes, the substrate that the new finishes were to be mounted to were uneven and required the addition of furring to correctly install the specified finishes to be within-plane of the adjacent new finishes. The contractor was directed to install tackboard on furring strips as needed above all classroom sinks. The costs associated with this change includes added labor and materials to modify the existing substrate above each of the seven classroom sinks to accept new 4x8 tackboard panels cut-to-size around the new sink casework.	\$5,530.18
2	Repalce Skylight	12	Unforeseen Condition, refer to RFI #31 – During the removal and replacement of the Building 10 roofing, the existing skylight located in the administration area was observed to be in poor condition. Per the District’s request, the contractor was directed to replace the damaged skylight with a new unit. The costs associated with this change includes added labor and materials to remove and replace the damaged skylight.	\$3,370.37
3	Building O20 Refeeds from Existing Electrical Panels	22	Unforeseen Condition, refer to RFI #23 – During the demolition phase of construction, it was discovered that several of the existing building O20 circuits were being tied into an existing electrical panel located within Storage Room #213. In-order to maintain the necessary existing electrical circuits feeding the building’s exterior lights and Storage Room #213’s power/lighting circuits, the contractor was directed to re-route the circuits for connection to the new Building 20 electrical panel. The costs associated with this change includes added labor and materials to pull/safe-off existing feeds and tie-in the existing circuits into the new Building 20 electrical panel located on the exterior wall of Storage Room #213.	\$11,981.28
4	Teacher Workroom Structural Revisions (CCD-2)	24	Unforeseen Condition, refer to CCD-A-002 – During the demolition of the Building 10’s Teacher Workroom area located in-between Classrooms #1 & #2, the existing structural framing was observed to be inadequate and did not meet DSA standards. After a detailed review by the structural engineer, it was determined that the existing foundation and framing would have to be modified significantly in-order to be deemed structurally sufficient per DSA standards. The costs associated with this change includes added labor, equipment and materials to: demolish the existing concrete slab, dig around and extend two existing pad footings at about 2’-6” feet below grade, place slurry for compaction, backfill, patch-back slab and reframe the walls located beneath the roof ridgeline in the Teacher Workroom area.	\$19,129.69
5	Data Conduit Penetrations	32	Design Issue, refer to RFI #76 – In-order to allow for the new communication feeds to be installed within the classrooms and administration area, eight conduit wall penetrations were necessary to provide adequate access for the Cat6 cabling that spans each building to feed the specified data jack locations. The costs associated with this change includes added labor and materials to install eight sealed wall penetrations in Buildings 10 & 20.	\$3,867.38

6	Add Tackboard Above High-Bay Windows and Replace J-Metal at Large Windows	34	<p>Added Tackboard: Design Issue – The bid drawings did not specify tackboard being installed around the high-bay windows. Upon review of the installation in building 20, it was determined that wrapping the window frames with tackboard would provide a more aesthetically pleasing finish. The costs associated with this change includes added labor and material to install additional tackboard around the high-bay windows in each of seven classrooms.</p> <p>Replace J-Metal at Large Windwos: Design Issue/Unforeseen Condition, refer to RFI #75 - During the demolition phase of construction, it was observed that the provided tackboard finish detail did not match the conditions presented when the existing finishes around the large frame windows on the north side of buildings 10 and 20 were removed. A new detail was provided which calls for an additional edge trim piece that encases the frame of each window that provides a rigid structure to seal the interior side of the window to using caulking. The costs associated with this change includes added labor and material to install edge trim that encases the interior side of each of 35 large frame windows at Buildings 10 & 20.</p>	\$3,625.75
7	Added Wiremold Drops at Administration Area	35	<p>Owner Requested – During the review of the communications layout within the Building 10 Administration Area, the District had requested that an additional six data locations be installed. Two added data points are to be installed at the Teacher’s Work Room, one added data point at the Nurse Room, two added data points at the Admin Office and one added data point at the Principal’s Office. The costs associated with this change includes added labor and material to install six wire-mold drops within the Building 10 Administration Area.</p>	\$4,375.04
8	Raise Markerboards at Classrooms #5 & #6	36	<p>Owner Requested – The bid drawings call for all classroom markerboards to be installed at 6’-0” from the top of markerboard to finished floor elevation. During the installation of the Building 20 Classroom markerboards, the District had requested input from the teachers that would be occupying the rooms regarding the desired markerboard height. Per the request of the District and it’s teachers, the contractor was directed to raise the already installed markerboards in Building 20’s Classrooms #5 & #6. The costs associated with this change includes added labor to remove the newly installed markerboard and raise it about 6” to 8.”</p>	\$1,937.25
Total Change Order Amount				\$53,816.94



Orcutt Academy High School
Administration Office

TO: Dr. Holly Edds, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: December 14, 2022

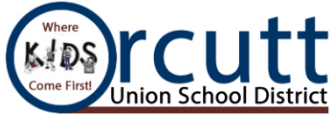
BOARD AGENDA ITEM: OAHS Girls Cross Country

BACKGROUND: The Orcutt Academy High School Girls Cross Country will be competing at State level. The team will depart on Friday, November 25th to Hanford, CA. They will then compete on Saturday, November 26th at Woodward Park in Fresno, CA. The team will return home on the evening of 26th. This is an overnight trip and the team will be staying at Comfort Inn Hanford Lemoore in Hanford, CA. Coach Marc Tosches along with 2 parents will accompany the team.

Transportation will be provided by Coach Marc Tosches who be driving a school vehicle. All costs will be paid for out of Athletics.

RECOMMENDATION: Staff recommends that this overnight trip (if needed) be approved as submitted.

FUNDING: No Impact on General Fund



Orcutt Academy High School
Administration Office

TO: Dr. Holly Edds, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: OAHS Girls Varsity Soccer

BACKGROUND: Orcutt Academy High School Girls Varsity Soccer Team will be participating in the Garces Holiday Tournament in Bakersfield, CA. This tournament will be an overnight trip with reservations at a local hotel in Bakersfield. Our team will depart from OAHS on the morning of Friday, December 9, 2022 and return on the evening of Saturday, December 10, 2022. Coach Brian Speer and two volunteers will be accompanying our soccer team to this tournament.

Transportation will be provided by coaches and parent drivers. All costs will be paid for out of the girls' soccer fundraising account.

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

FUNDING: No Impact on General Fund

Orcutt Union School District Field Trip Information Form

PLEASE RESERVE FIELD TRIPS AT LEAST ONE MONTH IN ADVANCE



1. Date of Trip 12/9/22 to 12/10/22
2. Destination Games Soccer Tournament in Bakersfield
Telephone # _____ Fax # _____
3. Requested Donation per Student (if any) none

TRANSPORTATION

1. Time of Departure 12/9/22 0900 Return Time 12/10/22 1700
2. Employees Going on the Trip Coaches Brian Speer, Leo Amador & Kira Hopkins
3. # Students 21 #Chaperones ON THE BUS No Bus offered Student/Staff Ratio on Trip Coach 1:7
4. Other Stops Requested none
5. Purpose of Trip Soccer Tournament
6. Pick up Location School
7. Sack Lunches or Supplies/Additional Clothing Needed? Uniforms
8. Account to be Charged 09-9176-0-1110-4200-5800-500-1887-0030

Any necessary purchase orders will be generated upon receipt of this completed form. Be sure to make your field trip arrangements as far ahead of time as possible. If you are collecting money from students to help offset the cost of the field trip and/or transportation, you need to use a class roster to record any monies received. Please attach the roster to this form.

Once you turn in this completed form, your bus reservation will be submitted. You may call transportation (8978) to check on availability, but your bus will not be reserved until you turn in this form and your trip request is submitted online.

_____ Letter to notify parents of this field trip is attached. (Parents need to be notified in writing anytime students leave campus. Sign off is not needed unless students will be swimming or wading.) NO swimming or wading

_____ I have read, understand and will abide by the rules and regulations set forth in AR 6153(a) regarding recreational water activities if applicable. (Please initial) See other side.

Requesting Teacher Coach Brian Speer Date 11/28/22
Principal Approval [Signature] Date 11/29/22

2022 Garces Holiday Soccer Festival

Varsity Boys & Girls

Friday-Saturday, December 9-10

\$485 per team

3 full games guaranteed
One Friday/Two Saturday

Orcutt academy Girls

Entry Fee: \$485

Fee due by 10/31/22

Make checks payable to Garces High School
2800 Loma Linda Drive, Bakersfield, 93305

For additional information contact Vince Fanucchi

vfanucchi@garces.org

661-889-0007



SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D.
Superintendent

BOARD MEETING DATE: December 14, 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



Orcutt Union School District Governance Handbook

December 14, 2022

Board of Trustees

Shaun Henderson, President

Liz Phillips, Clerk

Lisa Morinini, Member

Melanie Waffle, Member

Mark Steller, Member

Superintendent

Holly Edds

EFFECTIVE GOVERNANCE

Unity of Purpose, Roles, Responsibilities, Norms and Protocols

*This document reflects the governance team's work on the creation of a framework for effective governance. This process involves **ongoing** discussions and agreements about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.*

On February 23, 2022, Orcutt Union School District Board of Trustees and Superintendent participated in workshops on Effective Governance. This document reflects the governance team’s discussions about developing and sustaining a framework for effective governance and includes highlights of their conversation about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students.

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UNITY OF PURPOSE

Unity of purpose is the common focus, overarching goals, and the core values, beliefs and principles governing body members share in common about children, the district and public education

UNITY OF PURPOSE

We Believe that a Strong Governance Team is One...

- Where Team member's respects each other and the team, as a whole
- In which every team member is committed to their role and to working as a team
- Where everyone comes to meetings prepared and pays attention to the agenda
- In which everyone works as a team while allowing for individual perspectives
- Where everyone keeps their focus on our vision and the purpose of the district
- That provides leadership and works toward common goals

UNITY OF PURPOSE

I Chose to Serve on this Governance Team, Because...

- I believe in service above self
 - Of the importance of educating youth
 - I want to give back to the community and district and continue to see our award winning district continue to go down the same path
 - I am committed to the School District and have always been a part of it
 - I believe in equity for all students
 - I believe that my background and life experiences are of benefit to the District
 - Kids come first!
-

UNITY OF PURPOSE

What We Are Most Proud of About this District and Want to Preserve:

- That we are student focused, our family atmosphere and embrace collaborative decision making
- Our strong communication
- That we provide a strong academic program for our students in a safe, nurturing environment
- Strong, respectful leadership that has been built year after year
- Strong messaging – We promote the culture of the district and make it desirable for families and teachers to be here
- The Board is visible and approachable which leads to a family environment
- We do well with interventions for students who need extra help
- District change is minimal in comparison to other districts
- Strong social media
- Our technology
- 21st Century classrooms
- Coming together as a team that puts kids first and communicates that message
- Students come first
- We provide good stewardship
- The success of our district
- What has been done with the budget - Flexibility with the money that we had
- Advancement of learning opportunities
- Maintaining high expectations for all – we expect students to meet those high expectations and educators to teach high expectations

UNITY OF PURPOSE

What We Hope to Accomplish as a Team...

- Being a team
- Continuing to advance technology
- Having the district and community work closely in partnership with each other
- Staying focused on our goals and continuing the excellence
- Maintaining the focus on putting students first; focusing on programs that help them prepare for their future – addressing the ‘whole child’
- Appreciating and supporting the staff
- Transparency and stability

Our Mission

Students at Orcutt Union School District come first. Our mission is to safely nurture, educate, inspire, and empower our students to successfully navigate and thrive in an ever changing world.

Our 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. Our highly trained, dedicated staff will offer all students a world-class education, that leads the way in innovation and creativity, and will be known for its caring, collaborative, and inclusive culture.

Our Goals

High Quality Instruction

We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

Future Ready

We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.

Professional Development & Wellness

We will provide our staff inspiring, relevant, and meaningful, learning and wellness opportunities in a safe supportive environment, to prepare for the ever-changing needs of our district.

Whole Child Approach

We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Resources

We will be good stewards of our resources and pursue new avenues to support the goals of our district.

GAINING CLARITY ON ROLES AND RESPONSIBILITIES

The Role of the Board and Superintendent - CSBA:

School board “trustees” are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of the local community. The role of the School Board is to govern the school district.

The superintendent is hired by the school board to provide the professional expertise in the day-to-day operations of the district. The role of the Superintendent is:

1. To work with the school board to develop an effective governance leadership team.
2. To serve as the chief administrative officer for the school district.

Performing Board Responsibilities - CSBA:

We Set the Direction for the Community’s Schools by:

- Focusing on student learning
- Assessing district needs
- Generating, reviewing and revising setting direction documents: (beliefs, vision, priorities, strategic goals, success indicators)
- Ensuring an appropriate inclusive process is used to develop these documents
- Ensuring that these documents are the driving force for all district efforts

We establish an effective and efficient Structure for the school district by:

- Employing the superintendent
- Setting policy for hiring of other personnel
- Setting policies
- Setting direction for and adopting the curriculum
- Establishing budget priorities and adopting the budget
- Overseeing facilities issues
- Providing direction for and voting to accept collective bargaining agreements

We Provide Support through our behavior and actions by:

- Acting with a professional demeanor that models the district’s beliefs and vision
- Making decisions and providing resources that support mutually agreed upon priorities and goals
- Upholding board approved district policies
- Ensuring a positive personnel climate exists
- Being knowledgeable about district efforts and able to explain them to the public

We Ensure Accountability to the Public by:

- Evaluating the superintendent
- Monitoring, reviewing and revising policies
- Serving as a judicial and appeals body

- Monitoring student achievement and program effectiveness and requiring program changes as indicated
- Monitoring and adjusting district finances
- Reviewing facilities issues
- Monitoring the collective bargaining process

We Act as Community Leaders by:

- Speaking with a common voice about district priorities, goals and issues
 - Engaging and involving the community in district schools and activities
 - Communicating clear information about policies, programs and fiscal conditions of the district
 - Educating the community and the media about issues facing the district and public education
 - Advocating for children, district programs and public education to the general public, community, and local, state and national leaders
-

Orcutt Union School District Governance Team

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

Governance Team Norms and Protocols:

The Board of Education for the Orcutt Union School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public's interest in the schools, and to ensure that a high-quality education is provided to each student. To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors or norms, and operating procedures or protocols, support consistent behavior and actions among team members. The purpose of the Orcutt Union SD governance team agreements is to ensure that a positive and productive working relationship exists among board members, the superintendent, district staff, students, and the community. Norms and protocols are developed for and by the members of the governance team and may be modified over time as needed.

Our Agreements to Facilitate Governance Leadership:

Norms

Our Governance Team wishes to create a culture that models

...

- **Commitment to the district and to the work:**
 - **Preparing for and attending meetings**
 - **Attendance –ensuring that there is a quorum**
 - **Being at schools and school events**
- **Flexibility – working with the entire group to represent the Board and respond to the need for special meetings**
- **Open, honest communication**
- **Agreeing to disagree without hard feelings**
- **Demonstrating respect for one another**
- **Taking the time to get to know each other**
- **Thinking through items before bringing them forth in open session**
- **Representing the school district with the upmost professionalism at all times**

To this end, we have adopted the following meeting guidelines:

Meeting Guidelines

- We will keep our focus on the best interest of our students
- We will stay focused on our goals and avoid getting sidetracked from the agenda
- We will wait to speak until a team member has finished talking
- Everyone's opinions count; we will be open to the ideas of others
- We will build upon the ideas of others and look for common ground. We will paraphrase for understanding
- Each member will take responsibility for the work of the team. We will each be responsible for the success of the meeting – participate equally and address concerns
- We will respect differences and show respect
- We will respect the recommendations, logic and guidance of the staff
- We will come to meetings prepared, ask questions in advance and not put staff on the spot
- We will work toward the future – learning from the past
- We will come to meetings with an open mind
- If a member chooses to abstain from a vote, they will provide an explanation at the time of the vote

ORCUTT UNION SCHOOL DISTRICT

Protocols

STRUCTURE AND PROCESS

Effective Governance Teams discuss and agree upon the formal structures and processes, or protocols, used by the Board and Superintendent in their functioning as a team. These structures and processes guide the operation of the Governance Team and determine how they do business. Protocols are the agreements that ensure that all members of the team are operating within their agreed upon roles.

The following protocols were developed by the Governance Team.

Protocols to Facilitate Governance Leadership:

	Confidentiality
Rationale	<ul style="list-style-type: none"> The governing board recognizes the importance of maintaining the confidentiality of information acquired as part of a board member's official duties
Protocol	<ul style="list-style-type: none"> All trustees will strive to maintain the public's trust by not breaching confidentiality including all information from closed session A trustee who inadvertently or accidentally violates a confidential issue, will take immediate responsibility for correcting the action and notifying the superintendent and/or president of the board

	Receiving Community or Staff Concerns and/or Complaints
Rationale	<ul style="list-style-type: none"> Board members want to be accessible, responsive, consistent and fair in dealings with complaints and concerns from the community and staff The board values open communication and timely resolution of issues.
Protocol	<p>When approached with an issue or concern, trustees agree to:</p> <ul style="list-style-type: none"> Listen openly, being careful to remain neutral, except when the issue is one that may come before us in our judicial role (personnel issues and student discipline). That information will be shared with the entire Board at the appropriate place and time - during the hearing. In that case, we will explain to the complainant that listening to their concern will require us to recuse ourselves when the matter does come before the Board, much the same way that a juror would be removed from the jury box for hearing evidence outside the courtroom during a trial Remind staff and members of the community that no individual trustee has the authority to solve the issue/concern Encourage addressing this with the person who can most directly help

	<p>with their concern, e.g. teacher, principal, superintendent</p> <ul style="list-style-type: none"> Trustees will notify the superintendent of the issue or concern, as appropriate
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Requesting Information from Staff	
Rationale	<ul style="list-style-type: none"> Critical to the ability of trustees to make informed decisions is timely access to information The superintendent wants to be responsive to requests for information, maintain the focus on district priorities and balance the management of staff time. Staff includes both district and site level leadership
Protocol	<ul style="list-style-type: none"> Trustees will always address the superintendent when asking questions or requesting additional information on board meeting agenda items, as well as other district operational matters The superintendent will ensure timely responses to requests and will provide the information or direct trustees to the correct source if the requested information could be used in decision making. The superintendent will distribute answers to all trustees If a request for information would take a significant amount of staff time to complete, the request will be brought to the board to decide whether to support the request

Role of the Board President and Agenda setting	
Rationale	<ul style="list-style-type: none"> The board has an obligation to set an example of good government in action for the community The board intends for meetings to proceed professionally, efficiently and effectively The board president sets the tone and shapes the public’s perception of the school board Each board member must have the opportunity to express his or her viewpoint during board deliberation
Protocol	<ul style="list-style-type: none"> The board president should meet with the superintendent at least once a month to develop the board meeting agenda Board members wishing to place topics on the board agenda will forward them to the board president for discussion with the superintendent at agenda setting meetings The board president facilitates the board meeting, supporting the effective flow of the discussion and encouraging input from all trustees while staying on task and moving forward. The board president will model the tone and manner the board wishes to convey to the community Following the board meeting, the board president with the superintendent will ensure there is appropriate follow-up and clarification of possible options for the board The board president serves as the primary spokesperson for the board

	<ul style="list-style-type: none"> • The board president position will be determined annually through a rotation process • Direction to the Superintendent/staff shall be at the request of the board, individual board members do not have the authority to direct superintendent/staff work • The board president shall have served at least two years as an OUSD Board Trustee and participate in CSBA Board President training prior to serving as board president
Visiting Schools and School Events	
Rationale	<ul style="list-style-type: none"> • The board wants to be informed about instructional practices, and the needs of the students and staff with regard to school programs. • Visiting schools provides the opportunity to show appreciation and recognize staff for their work. • Site visits are not meant to be evaluative in nature or disruptive to classroom instruction.
Protocol	<ul style="list-style-type: none"> • Board members will have access to the school calendars and are encouraged to visit schools and attend school events. • Site visits will be arranged through the Superintendent, who may accompany Board Members on their visits. • The principal or assistant principal will accompany trustees on classroom visits. • The superintendent will ensure that staff is aware of the process and protocols for trustees visiting the classrooms • It is understood that Board members share with the Superintendent, any concerns or issues brought up during a “Board Walk” • Zoom classroom session visitations by Board members will be arranged by the site principal

Communication	
Rationale	<ul style="list-style-type: none"> • The board wants to communicate a consistent message and common vision to the community
Protocol	<ul style="list-style-type: none"> • When contacted by the media, board members will refer the media to the board president, and/or the superintendent • The Superintendent is the spokesperson for the district and the Board President is the spokesperson for the board • If the press contacts the district office or superintendent, the board will be notified, as necessary • School board members should always conduct themselves online in a manner that reflects well of the school board and school district • Comments from the Board at a Board Meeting should be shared at the appropriate time (i.e. closed vs open session)

	<ul style="list-style-type: none"> • When speaking publicly or posting on social media, a board member shall clarify that he/she is speaking as an individual, and not as an official school board member • School board members shall refrain from deliberating board business online. The use of social media by board members to discuss board business among themselves is prohibited, including indicating approval such as a “like” • A school board member shall not post statements that make it appear that he/she has already formed an opinion on matters pending school board approval • In light of the sensitivity of many school board matters and the risk of inadvertent disclosure of confidential materials, school board members should limit the use of social media to sharing content already released to the public by the school district • Decisions on matters before the board shall be based on fact rather than supposition, opinion or public favor • Any communication, including social media posts that were used in the transaction of official business are subject to retention. Correspondence or posts about district business must be retained if the content goes beyond simply sharing existing district content (like a link to the district website) or routine correspondence (such as the date, time, and location of the next board meeting) • Response to written correspondence (including e-mail) shall be sent by the Board President or Superintendent on behalf of the Board • Requests to serve or opportunities to represent the Board of Trustees on committees, boards, or other additional duties serving in an official capacity shall be communicated to all eligible Board members by the Board President or their designee. The determination of who is selected/assigned shall be decided by the consensus of the Board in as equitable manner. Once selected, the Trustee shall represent the interests of the Board, not those of an individual
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Welcoming/Orienting New Board Members	
Rationale	<p><u>We believe:</u></p> <ul style="list-style-type: none"> • New board members should feel welcomed and have opportunities to get to know other members of the governance team • It is important to have opportunities to “heal any wounds” from the election process • New board members need educational support and training from the governance team and outside sources (i.e., CSBA Institute for New and First Term Board Members) • New board members need to learn about the district and understand the district’s vision, purpose and culture • New board members need to feel that they are part of our team and should participate in developing agreements about how we will work together

Welcoming/Orienting New Board Members	
Protocol	<p><u>We Agree that:</u></p> <ul style="list-style-type: none"> • Prior to the election an orientation will be held for all School Board Candidates. At this meeting the following information/items will be shared with potential new Board Members: <ul style="list-style-type: none"> ○ Information about the district ○ School governance and the role of the Board ○ The Orcutt Union SD Governance Handbook ○ CSBA Professional Governance Standards ○ The history and traditions of Orcutt Union SD • Board candidates will be informed about the dates of the CSBA Annual Conference – and hotel reservations and registration for the New Board Member Orientation and the Annual Conference will be arranged for all new board members • A veteran board member (s) and/or the Superintendent will attend the New Board Member Orientation with new board members • The board will select a “board mentor” to provide support for the new board member as s/he becomes familiar with governance team operations and the governance role and responsibilities. Mentors may be current or former board members • The superintendent will meet with each new board member individually to answer any questions and familiarize him/her with district operations • Each seated board member will arrange a time to have an informal meeting with each new board member as soon as possible after the election (i.e., coffee or lunch, etc.) • The whole governance team will participate in a District New Board Member Orientation and a CSBA “Good Beginnings” workshop following the installation of new members. The orientation will include but not be limited to discussions of: <ul style="list-style-type: none"> ○ District Vision, Mission and Goals ○ Key District Personnel ○ District Operations ○ Special District Projects or Programs ○ Current Issues Facing the District ○ Governance Team Operations <ul style="list-style-type: none"> ▪ Board Bylaws (9000 Series of the Policy Manual) ▪ Governance Handbook • New board members will be encouraged to attend the CSBA Brown Act Workshop, the Institute for New and First Term Board Members and/or the Masters in Governance program. The Board President and/or Superintendent will accompany new Board Members to various workshops

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Orcutt Union School District Board of Education, Superintendent, staff, students and the community. We shall renew this document annually.

Affirmed on this 14th day of December, 2022

Melanie Waffle, Trustee

Shaun Henderson, President

Liz Phillips, Trustee

Lisa Morinini, Clerk

Mark Steller, Trustee

Dr. Holly Edds, Superintendent



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight,
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: First Interim Report, 2022-23

BACKGROUND: The First Interim Report is predicated upon the State's adopted budget which was signed by the Governor in June 2022 along with the majority of the accompanying trailer bills.

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

Please refer to the budget narrative for more detailed information.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the First Interim Report with a Positive Certification for 2022-23.

FUNDING: All Funds

Orcutt Union School District



2022-2023 First Interim Report

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Certification

Education Code 42130 requires school districts submit a First Interim Report to the Governing Board of the district that updates the financial and budgetary status of the district for the period ending October 31, 2022. Furthermore, the Governing Board must certify the financial status of the district. The certification shall be classified as one of the following:

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

Staff recommends the Board adopt the 2022-23 First Interim Report with a **Positive Certification**.

2022-23 Enacted State Budget

On June 27, 2022, Governor Gavin Newsom signed the State Budget. On August 26, 2022, the Education Omnibus Trailer Bill was signed which made changes to the budget. Because the state budget adoption occurred after the Orcutt Union School District budget adoption, the First Interim report will reflect any local budget changes impacted by the State Budget and subsequent trailer bills. Some of the most significant education expenditures in the 2022-23 State Budget that impact Orcutt Union School District include:

- LCFF base grant increases by 6.70%
- COLA of 6.56%.
- Option to use a three-year rolling average for Average Daily Attendance
- Learning Recovery Emergency Block Grant Funding of \$2.4 million for the district and \$460,000 for the charter
- Arts, Music and Instructional Materials Discretionary Block Grant Funding of \$3.8 million for the district and \$461,000 for the charter
- Additional Funding for the Expanded Learning Opportunity Program of \$1.4 million for the district and \$5,000 for the charter.

While we will receive all of the funding for the Learning Recovery Emergency Block Grant and the Arts, Music and Instructional Materials grants this year, these funds are meant to be spent over the course of several years. These are restricted grants so the amount of our restricted ending fund balance will increase significantly.

2022-23 General Fund Budget Components

Average Daily Attendance (ADA) is estimated at 3709.9. Because of the three year rolling average for ADA passed by the State, our funded ADA for 22-23 will be 4010.97.

The District’s CBEDS enrollment is projected at 3950 with an unduplicated percentage of 44.65%

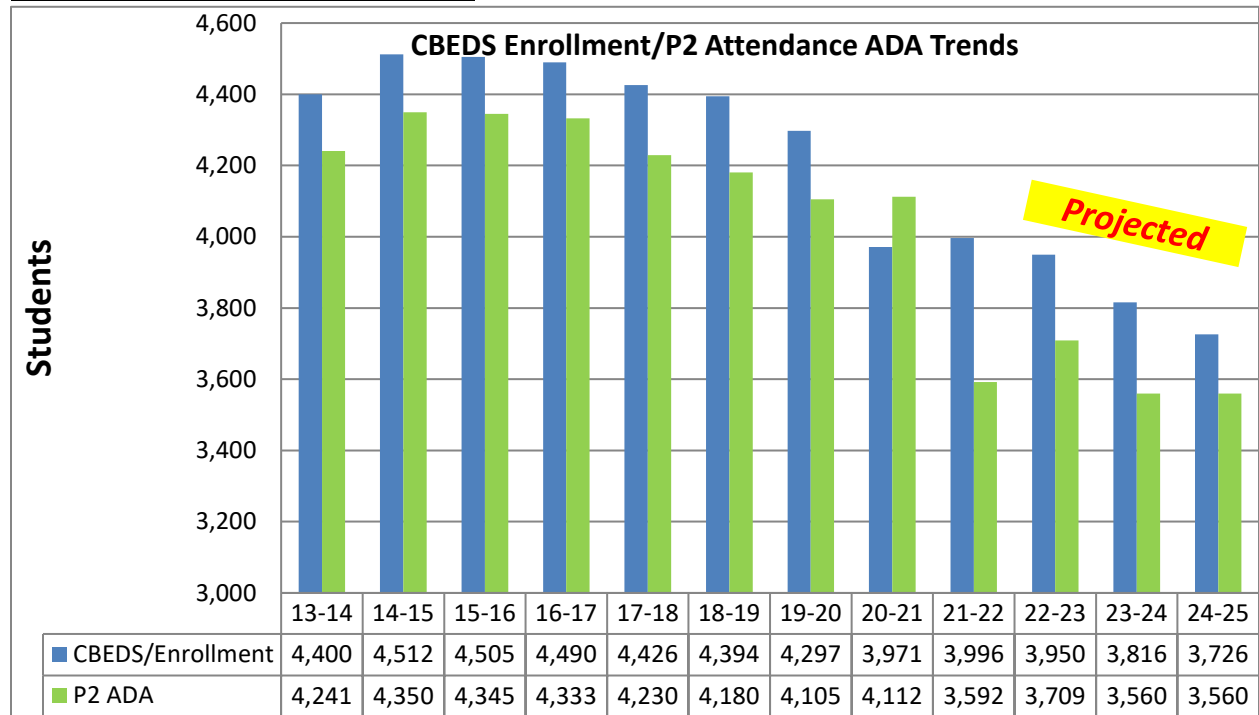
Lottery revenue is estimated to be \$170 per ADA for unrestricted purposes and \$67 per ADA for restricted purposes

Mandated Cost Block Grant is \$34.84 for K-8 ADA, and \$50.98 for 9-12 ADA (charter school rate)

STRS rate increase from 16.92% to 19.1%, PERS rate increase from 22.91% to 26.1%

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

Enrollment and ADA Projections



**excludes charter school enrollment data*

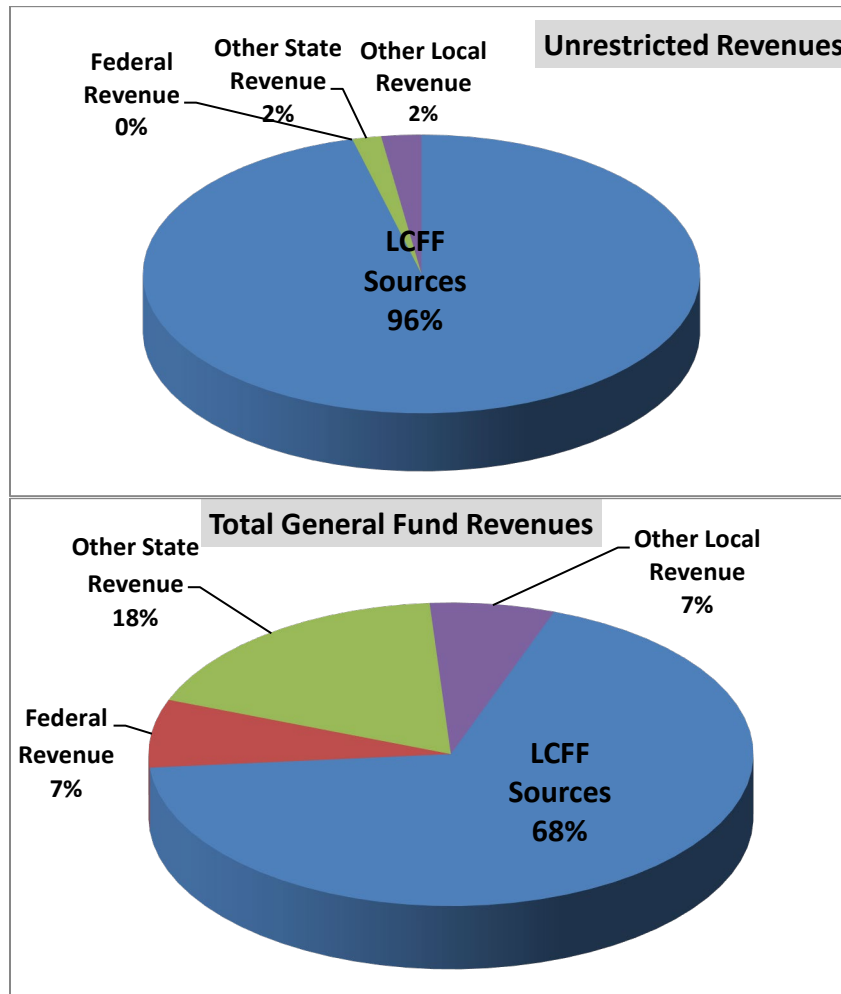
The District is continuing to project declining enrollment. While our enrollment for the District did not decline as much as was originally projected at budget adoption, we still saw a decline of 46 students from last year. Districts now have the option of being funded on a three-year rolling average which will provide us with additional time to right-size our staffing, should we continue to decline. The increase in projected ADA for 2022-23 over 2021-2022 is because we are projecting that our students will be attending class more frequently than they did last year, which is supported by the data we have received so far this school year.

General Fund - Revenue Components

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

Description	Unrestricted General Fund	Total General Fund
LCFF Sources	\$ 43,035,380	\$ 44,296,872
Federal Revenue	-	4,725,828
Other State Revenue	752,607	11,756,768
Other Local Revenue	1,041,221	4,349,089
TOTAL REVENUES	\$ 44,829,208	\$ 65,128,558

Following are graphical descriptions of revenues by percentage:

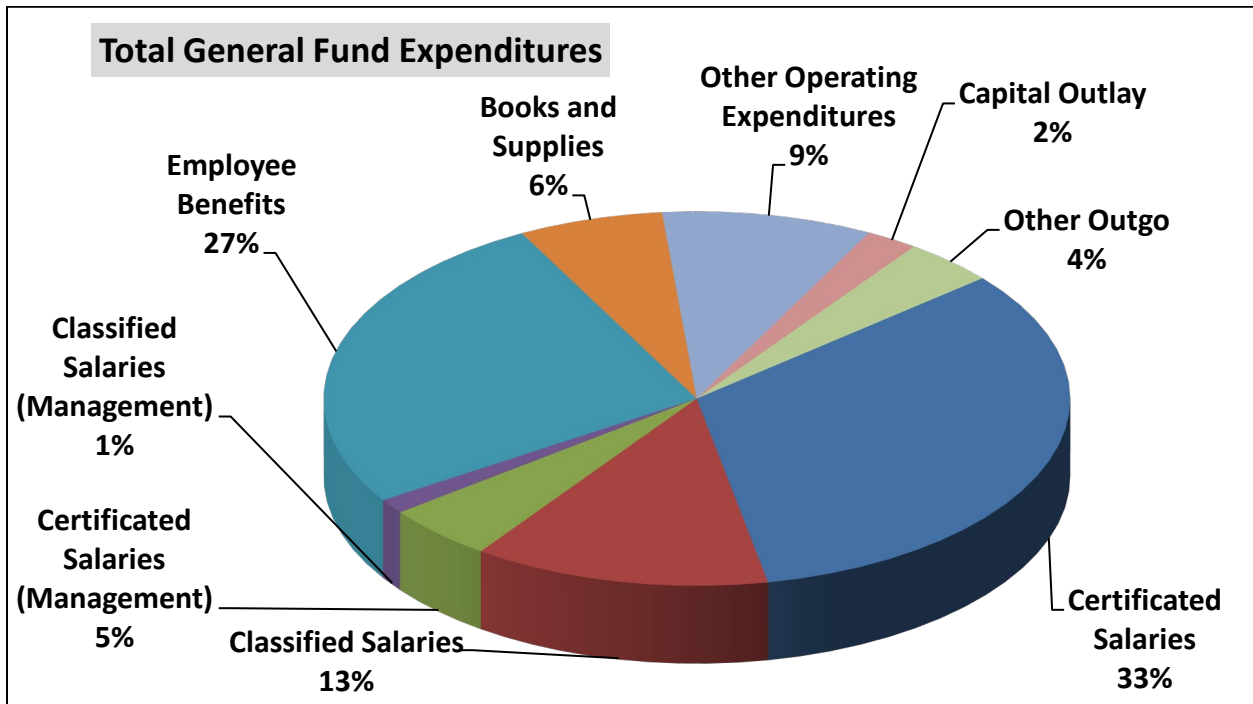
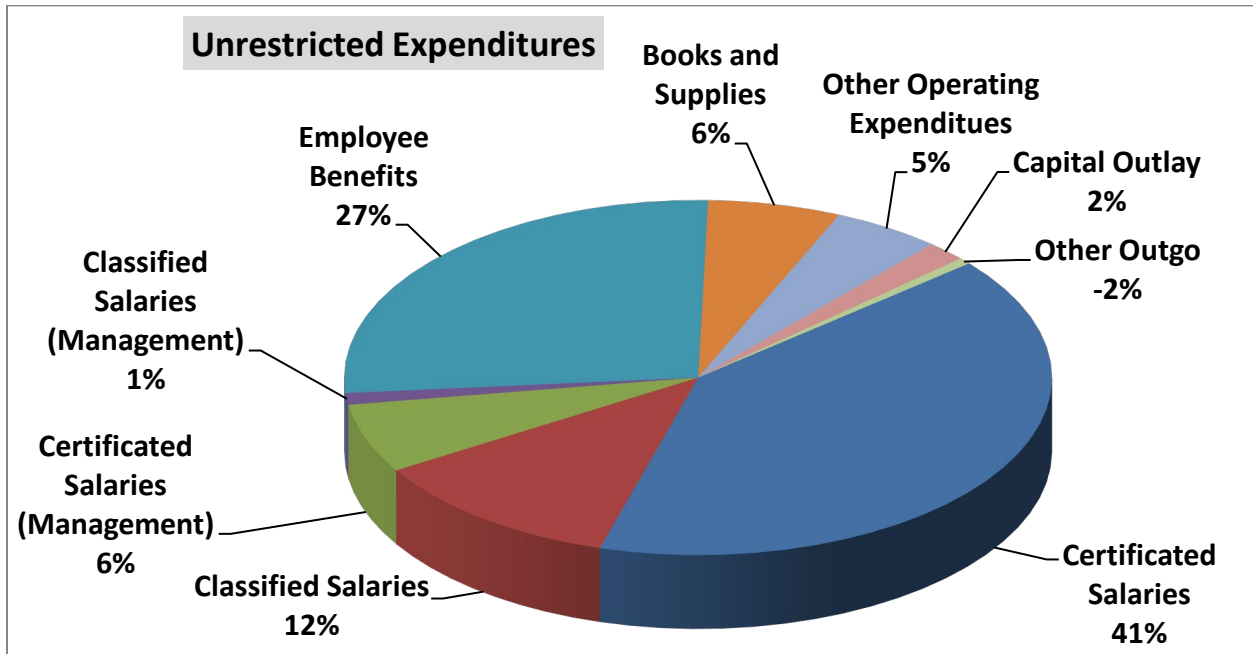


General Fund - Operating Expenditure Components

The General Fund is used for expenditures for most of the functions within the District. Just like most school district, the largest part of our expenditures are salaries and related benefits which comprise approximately 88% of the District's unrestricted budget, and approximately 78% of the total General Fund (Unrestricted and Restricted) budget.

Description	Unrestricted General Fund	Total General Fund
Certificated Salaries	14,559,532	18,334,631
Classified Salaries	4,221,479	7,144,524
Certificated Salaries (Management)	2,260,048	2,659,871
Classified Salaries (Management)	379,583	700,142
Employee Benefits	9,628,730	14,625,630
Books and Supplies	2,178,893	3,489,402
Other Operating Expenditures	1,778,569	5,069,548
Capital Outlay	656,636	1,251,306
Other Outgo	(210,064)	2,208,930
<i>TOTAL</i>	\$ 35,453,406	\$ 55,483,982

Following are graphical descriptions of expenditures by percentage:



Contributions to Restricted Programs

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

Description	2022-23 1st Interim
Restricted Maintenance Account	\$1,700,000
Special Education	\$4,731,759
Transportation	\$1,042,170
Transportation (SPED)	\$265,175
TOTAL	\$7,739,104

Components of Ending Fund Balance

The General Fund Unrestricted Ending balance is projected to be \$15,862,871 and the components of the ending fund balance are:

	Nonspendable	Restricted	Committed	Assigned	Unassigned / Unappropriated
Revolving Cash and Stores	\$45,500				
Restricted (Categoricals)		\$9,686,999			
Reserve for Economic Downturn/Declining Enrollment			\$7,985,258		
Technology Update			\$1,000,000		
Textbook Adoption(s)			\$1,000,000		
Strategic Plan			\$2,000,000		
TK Expansion Planning			\$1,500,000		
EPA			\$210,436		
CTE match requirement				\$100,000	
Site Donation Accounts				\$200,000	
Compensated Absences				\$50,000	
Reserve for Economic Uncertainty (minimum 3% - State Required)					\$1,771,677
Unassigned / Unappropriated					\$0

Cash Flow

The District’s cash flow is estimated based on the State Controller’s estimated payment dates for K-12 principal apportionments, lottery apportionments, and EPA apportionments. Staff projects a positive cash flow through 2022-23 and the subsequent year. Staff continues to monitor cash flow to ensure there is sufficient cash to meet all obligations.

MULTI YEAR BUDGET ASSUMPTIONS

	2022-23	2023-24	2024-25
Enrollment Projections	3,950	3,880	3,800
Funded ADA	4010.97	3879.19	3728.37
ADA	3709.9	3659.9	3559.22
Unduplicated Pupil Percentage	44.65%	45.04%	45.79%
SSC LCFF Gap Funding	100%	100%	100%
Mandate Block Grant	\$132,107	\$132,107	\$132,107
One-Time Discretionary Grant	0	0	0
Unrestricted Lottery Funds per ADA	\$170	\$170	\$170
Restricted Lottery Funds per ADA	\$67	\$67	\$67
Charter School Allowable Fees	\$1,892,075	\$1,890,000	\$1,890,000
Additional Base Grant	\$1,458,322	\$2,462,717	\$2,616,698
Additional Supplemental Grant	\$240,427	\$405,306	\$462,034
Step and Column Increases	\$407,353	\$367,074	\$339,813
STRS Contribution	\$3,755,366 19.10%	\$3,896,694 19.10%	\$3,845,293 19.10%
PERS Contribution	\$1,658,910 25.37%	\$1,651,599 25.20%	\$1,621,325 24.60%
Health/Welfare Benefits	\$4,384,941	\$4,238,357	\$4,212,745
Certificated Staffing	-3	0	-2
Classified Staffing	0	-1	0
Post-Employment Benefits Transfer	\$1,300,000	\$1,300,000	\$1,300,000
Textbook Adoptions	\$0	\$0	\$1,000,000
Deferred Maintenance	\$1,595,398	\$1,560,000	\$1,560,000
Increased Cost of SPED Services	\$502,391	\$169,730	\$181,813
California CPI applied to Supplies/Services	5.75%	2.58%	2.20%
Reserve for Economic Uncertainties	3%	3%	3%

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	43,035,380.00	3.66%	44,608,489.00	.23%	44,711,755.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	752,607.00	.94%	759,714.36	.74%	765,310.78
4. Other Local Revenues	8600-8799	1,041,221.40	(38.05%)	645,002.65	(1.07%)	638,096.40
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(6,431,758.86)	3.75%	(6,672,890.24)	1.69%	(6,785,597.04)
6. Total (Sum lines A1 thru A5c)		38,397,449.54	2.46%	39,340,315.77	(.03%)	39,329,565.14
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				16,819,579.76		17,324,167.15
b. Step & Column Adjustment				504,587.39		293,125.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,819,579.76	3.00%	17,324,167.15	1.69%	17,617,292.15
2. Classified Salaries						
a. Base Salaries				4,601,062.76		4,703,414.22
b. Step & Column Adjustment				102,351.46		148,794.61
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,601,062.76	2.22%	4,703,414.22	3.16%	4,852,208.83
3. Employee Benefits	3000-3999	9,628,729.93	.58%	9,684,687.92	.69%	9,751,296.85
4. Books and Supplies	4000-4999	2,178,893.30	2.58%	2,235,108.75	2.20%	2,284,281.14
5. Services and Other Operating Expenditures	5000-5999	1,778,569.40	8.02%	1,921,262.22	4.51%	2,007,918.38
6. Capital Outlay	6000-6999	656,635.60	(40.61%)	389,974.62	1.85%	397,187.86
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(210,064.41)	48.46%	(311,852.87)	(18.42%)	(254,399.17)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,000,000.00	0.00%	1,000,000.00	0.00%	1,000,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		36,453,406.34	1.35%	36,946,762.01	1.92%	37,655,786.04
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		1,944,043.20		2,393,553.76		1,673,779.10
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		13,918,827.73		15,862,870.93		18,256,424.69
2. Ending Fund Balance (Sum lines C and D1)		15,862,870.93		18,256,424.69		19,930,203.79
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	45,500.00		45,500.00		45,500.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	13,485,257.93		16,020,378.69		17,763,907.79
d. Assigned	9780	560,436.00		350,000.00		350,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,771,677.00		1,840,546.00		1,770,796.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		15,862,870.93		18,256,424.69		19,930,203.79
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,771,677.00		1,840,546.00		1,770,796.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		1,771,677.00		1,840,546.00		1,770,796.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
See Attached						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	1,261,492.00	0.00%	1,261,492.00	0.00%	1,261,492.00
2. Federal Revenues	8100-8299	4,725,827.86	27.21%	6,011,769.86	(56.22%)	2,632,042.51
3. Other State Revenues	8300-8599	11,004,161.43	(35.31%)	7,118,327.68	(5.43%)	6,731,570.43
4. Other Local Revenues	8600-8799	3,307,867.94	1.89%	3,370,421.74	3.21%	3,478,733.24
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	6,431,758.86	(100.00%)		0.00%	
6. Total (Sum lines A1 thru A5c)		26,731,108.09	(33.55%)	17,762,011.28	(20.60%)	14,103,838.18
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,174,922.01		4,367,142.18
b. Step & Column Adjustment				192,220.17		84,342.84
c. Cost-of-Living Adjustment						
d. Other Adjustments						(576,121.47)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,174,922.01	4.60%	4,367,142.18	(11.26%)	3,875,363.55
2. Classified Salaries						
a. Base Salaries				3,243,602.49		3,343,512.29
b. Step & Column Adjustment				99,909.80		66,870.24
c. Cost-of-Living Adjustment						0.00
d. Other Adjustments						(483,386.88)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,243,602.49	3.08%	3,343,512.29	(12.46%)	2,926,995.65
3. Employee Benefits	3000-3999	4,996,899.87	(.82%)	4,955,702.91	(3.18%)	4,798,028.16
4. Books and Supplies	4000-4999	1,310,508.23	(29.41%)	925,089.87	(4.91%)	879,709.95
5. Services and Other Operating Expenditures	5000-5999	3,290,978.46	(18.09%)	2,695,777.35	(3.56%)	2,599,865.24
6. Capital Outlay	6000-6999	594,670.00	347.80%	2,662,930.56	(93.09%)	183,992.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,283,930.00	0.00%	2,283,930.00	0.00%	2,283,930.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	135,064.41	75.36%	236,852.87	(24.26%)	179,399.17
9. Other Financing Uses						
a. Transfers Out	7600-7629	595,398.48	(100.00%)	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		20,625,973.95	4.10%	21,470,938.03	(17.44%)	17,727,283.72
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		6,105,134.14		(3,708,926.75)		(3,623,445.54)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,581,865.35		9,686,999.49		5,978,072.74
2. Ending Fund Balance (Sum lines C and D1)		9,686,999.49		5,978,072.74		2,354,627.20
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	9,686,999.49		5,978,072.74		2,354,627.20
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		9,686,999.49		5,978,072.74		2,354,627.20
E. AVAILABLE RESERVES						
1. General Fund)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
See Attached						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	44,296,872.00	3.55%	45,869,981.00	.23%	45,973,247.00
2. Federal Revenues	8100-8299	4,725,827.86	27.21%	6,011,769.86	(56.22%)	2,632,042.51
3. Other State Revenues	8300-8599	11,756,768.43	(32.99%)	7,878,042.04	(4.84%)	7,496,881.21
4. Other Local Revenues	8600-8799	4,349,089.34	(7.67%)	4,015,424.39	2.53%	4,116,829.64
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	(6,672,890.24)	1.69%	(6,785,597.04)
6. Total (Sum lines A1 thru A5c)		65,128,557.63	(12.32%)	57,102,327.05	(6.43%)	53,433,403.32
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				20,994,501.77		21,691,309.33
b. Step & Column Adjustment				696,807.56		377,467.84
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		(576,121.47)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	20,994,501.77	3.32%	21,691,309.33	(.92%)	21,492,655.70
2. Classified Salaries						
a. Base Salaries				7,844,665.25		8,046,926.51
b. Step & Column Adjustment				202,261.26		215,664.85
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		(483,386.88)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,844,665.25	2.58%	8,046,926.51	(3.33%)	7,779,204.48
3. Employee Benefits	3000-3999	14,625,629.80	.10%	14,640,390.83	(.62%)	14,549,325.01
4. Books and Supplies	4000-4999	3,489,401.53	(9.43%)	3,160,198.62	.12%	3,163,991.09
5. Services and Other Operating Expenditures	5000-5999	5,069,547.86	(8.93%)	4,617,039.57	(.20%)	4,607,783.62
6. Capital Outlay	6000-6999	1,251,305.60	143.98%	3,052,905.18	(80.96%)	581,179.86
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,283,930.00	0.00%	2,283,930.00	0.00%	2,283,930.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(75,000.00)	0.00%	(75,000.00)	0.00%	(75,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,595,398.48	(37.32%)	1,000,000.00	0.00%	1,000,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		57,079,380.29	2.34%	58,417,700.04	(5.19%)	55,383,069.76
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		8,049,177.34		(1,315,372.99)		(1,949,666.44)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		17,500,693.08		25,549,870.42		24,234,497.43
2. Ending Fund Balance (Sum lines C and D1)		25,549,870.42		24,234,497.43		22,284,830.99
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	45,500.00		45,500.00		45,500.00
b. Restricted	9740	9,686,999.49		5,978,072.74		2,354,627.20
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	13,485,257.93		16,020,378.69		17,763,907.79
d. Assigned	9780	560,436.00		350,000.00		350,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,771,677.00		1,840,546.00		1,770,796.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		25,549,870.42		24,234,497.43		22,284,830.99
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,771,677.00		1,840,546.00		1,770,796.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		1,771,677.00		1,840,546.00		1,770,796.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.10%		3.15%		3.20%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
<hr/>						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546 objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		4,446.65		4,396.65		4,295.97
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		57,079,380.29		58,417,700.04		55,383,069.76
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		57,079,380.29		58,417,700.04		55,383,069.76
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,712,381.41		1,752,531.00		1,661,492.09
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,712,381.41		1,752,531.00		1,661,492.09
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

ORCUTT UNION SCHOOL DISTRICT	
FUND BALANCES	
General Fund (Fund 01)	
Beginning Balance	\$ 17,500,693
Revenues	\$ 65,128,558
Expenditures	\$ (55,483,982)
Other Financing/Sources	\$ (1,595,398)
Ending Fund Balance	\$ 25,549,870
ASB (Fund 08)	
Beginning Balance	\$ 21,435
Revenues	\$ -
Expenditures	\$ -
Other Financing/Sources	
Ending Fund Balance	\$ 21,435
Charter School (Fund 09)	
Beginning Balance	\$ 3,131,689
Revenues	\$ 10,822,624
Expenditures	\$ (9,940,755)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 4,013,558
Child Development (Fund 12)	
Beginning Balance	\$ 402
Revenues	\$ 297,376
Expenditures	\$ (286,171)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 11,607
Cafeteria (Fund 13)	
Beginning Balance	\$ 2,380,199
Revenues	\$ 3,240,676
Expenditures	\$ (3,020,324)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 2,600,551
Deferred Maintenance (Fund 14)	
Beginning Balance	\$ 5,723,830
Revenues	\$ 24,000
Expenditures	\$ (1,415,136)
Other Financing/Sources	\$ 1,595,398
Ending Fund Balance	\$ 5,928,093
Post-Employment Benefits (Fund 20)	
Beginning Balance	\$ 5,588
Revenues	\$ 60
Expenditures	\$ -
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 5,648
Building Fund (Fund 21)	
Beginning Balance	\$ 13,548,226
Revenues	\$ 110,000
Expenditures	\$ (14,981,976)
Other Financing/Sources	\$ 1,600,000
Ending Fund Balance	\$ 276,250
Developer's Fees (Fund 25)	
Beginning Balance	\$ -
Revenues	\$ 559,920
Expenditures	\$ 31,750
Other Financing/Sources	\$ 1,600,000
Ending Fund Balance	\$ 2,191,670
Special Reserve - Capital Projects (Fund 40)	
Beginning Balance	\$ 169,062
Revenues	\$ 1,200
Expenditures	\$ (3,000)
Other Financing/Sources	
Ending Fund Balance	\$ 167,262
Bond Interest & Redemption (Fund 51)	
Beginning Balance	\$ 3,301,740
Revenues	\$ 2,624,754
Expenditures	\$ (2,516,416)
Ending Fund Balance	\$ 3,410,078
Self-Insurance Fund (Fund 67)	
Beginning Balance	\$ 21,346
Revenues	\$ 6,600
Expenditures	\$ -
Ending Fund Balance	\$ 27,946
Retiree Benefit (Fund 71)	
Beginning Balance	\$ 7,131,003
Revenues	\$ 1,485,000
Expenditures	\$ -
Ending Fund Balance	\$ 8,616,003
Combined Beginning Balance	\$ 52,935,213
Combined Ending Balance	\$ 52,819,971
updated 11/16/2022	

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	41,392,014.00	41,392,014.00	7,895,806.14	43,035,380.00	1,643,366.00	4.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	752,607.00	752,607.00	12,154.17	752,607.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,858,366.73	1,858,366.73	200,397.23	1,041,221.40	(817,145.33)	-44.0%
5) TOTAL, REVENUES			44,002,987.73	44,002,987.73	8,108,357.54	44,829,208.40		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	17,409,609.38	17,409,609.38	3,657,457.83	16,819,579.76	590,029.62	3.4%
2) Classified Salaries		2000-2999	4,633,990.77	4,633,990.77	1,460,888.02	4,601,062.76	32,928.01	0.7%
3) Employee Benefits		3000-3999	9,825,940.02	9,825,940.02	3,124,603.77	9,628,729.93	197,210.09	2.0%
4) Books and Supplies		4000-4999	2,378,297.92	2,378,297.92	459,505.64	2,178,893.30	199,404.62	8.4%
5) Services and Other Operating Expenditures		5000-5999	1,266,808.47	1,266,808.47	1,031,988.00	1,778,569.40	(511,760.93)	-40.4%
6) Capital Outlay		6000-6999	546,798.00	546,798.00	195,233.04	656,635.60	(109,837.60)	-20.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(146,315.00)	(146,315.00)	(61,897.10)	(210,064.41)	63,749.41	-43.6%
9) TOTAL, EXPENDITURES			35,915,129.56	35,915,129.56	9,867,779.20	35,453,406.34		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,087,858.17	8,087,858.17	(1,759,421.66)	9,375,802.06		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,178,378.02)	(6,178,378.02)	(4,600,000.00)	(6,431,758.86)	(253,380.84)	4.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,178,378.02)	(7,178,378.02)	(5,600,000.00)	(7,431,758.86)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			909,480.15	909,480.15	(7,359,421.66)	1,944,043.20		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	13,951,554.64	13,951,554.64		13,918,827.73	(32,726.91)	-0.2%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,951,554.64	13,951,554.64		13,918,827.73		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,951,554.64	13,951,554.64		13,918,827.73		
2) Ending Balance, June 30 (E + F1e)			14,861,034.79	14,861,034.79		15,862,870.93		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	31,000.00	15,500.00		15,500.00		
Stores		9712	60,000.00	30,000.00		30,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	12,731,034.79	13,126,534.79		13,485,257.93		
Technology Update	0000	9760	1,000,000.00					
Textbook Adoption	0000	9760	1,000,000.00					
TK Expansion Plan Implementation	0000	9760	1,500,000.00					
Strategic Plan Implementation	0000	9760	2,000,000.00					
Economic downturn/Declining Enrollment	0000	9760	7,231,034.79					
Technology Update	0000	9760		1,000,000.00				
Textbook Adoption	0000	9760		1,000,000.00				
Economic Downturn/Declining Enrollment	0000	9760		7,626,534.79				
TK Expansion Plan Implementation	0000	9760		1,500,000.00				
Strategic Plan Implementation	0000	9760		2,000,000.00				
Technology Updates	0000	9760				1,000,000.00		
Textbook Adoption	0000	9760				1,000,000.00		
Economic Downturn/Declining Enrollment	0000	9760				7,985,257.93		
TK Expansion Plan Implementation	0000	9760				1,500,000.00		
Strategic Plan Implementation	0000	9760				2,000,000.00		
d) Assigned								
Other Assignments		9780	350,000.00	0.00		560,436.00		
Compensated Absences	0000	9780	50,000.00					
CTE Match Requirement	0000	9780	100,000.00					
Site Donation Accounts	0000	9780	200,000.00					
Compensated Absences	0000	9780				50,000.00		
Site Donation Accounts	0000	9780				200,000.00		
CTE Required Match	0000	9780				100,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,689,000.00	1,689,000.00		1,771,677.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	20,467,989.00	20,467,989.00	5,118,528.00	16,867,490.00	(3,600,499.00)	-17.6%
Education Protection Account State Aid - Current Year		8012	6,180,956.00	6,180,956.00	2,826,063.00	10,499,015.00	4,318,059.00	69.9%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	55,065.00	55,065.00	0.00	52,626.00	(2,439.00)	-4.4%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	13,725,212.00	13,725,212.00	(32,154.26)	14,346,680.00	621,468.00	4.5%
Unsecured Roll Taxes		8042	452,431.00	452,431.00	475,885.51	499,828.00	47,397.00	10.5%

2022-23 First Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Prior Years' Taxes		8043	23,134.00	23,134.00	46,199.21	59,351.00	36,217.00	156.6%
Supplemental Taxes		8044	1,043,800.00	1,043,800.00	248,373.68	1,087,617.00	43,817.00	4.2%
Education Revenue Augmentation Fund (ERAF)		8045	2,128,841.00	2,128,841.00	0.00	2,317,405.00	188,564.00	8.9%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			44,077,428.00	44,077,428.00	8,682,895.14	45,730,012.00	1,652,584.00	3.7%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(2,685,414.00)	(2,685,414.00)	(787,089.00)	(2,694,632.00)	(9,218.00)	0.3%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			41,392,014.00	41,392,014.00	7,895,806.14	43,035,380.00	1,643,366.00	4.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319						
Special Education Master Plan								
Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	132,107.00	132,107.00	0.00	132,107.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	603,000.00	603,000.00	12,154.17	603,000.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	17,500.00	17,500.00	0.00	17,500.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			752,607.00	752,607.00	12,154.17	752,607.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	160.00	0.00	0.00	0.0%
Interest		8660	65,000.00	65,000.00	33,816.52	130,000.00	65,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	23,988.00	23,988.00	0.00	23,988.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	1,769,378.73	1,769,378.73	166,420.71	887,233.40	(882,145.33)	-49.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,858,366.73	1,858,366.73	200,397.23	1,041,221.40	(817,145.33)	-44.0%
TOTAL, REVENUES			44,002,987.73	44,002,987.73	8,108,357.54	44,829,208.40	826,220.67	1.9%
CERTIFICATED SALARIES								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Certificated Teachers' Salaries		1100	14,734,908.14	14,734,908.14	2,738,318.25	13,847,694.88	887,213.26	6.0%
Certificated Pupil Support Salaries		1200	415,888.56	415,888.56	140,660.48	530,475.84	(114,587.28)	-27.6%
Certificated Supervisors' and Administrators' Salaries		1300	2,074,951.68	2,074,951.68	760,111.60	2,260,048.04	(185,096.36)	-8.9%
Other Certificated Salaries		1900	183,861.00	183,861.00	18,367.50	181,361.00	2,500.00	1.4%
TOTAL, CERTIFICATED SALARIES			17,409,609.38	17,409,609.38	3,657,457.83	16,819,579.76	590,029.62	3.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	159,012.02	159,012.02	45,998.34	225,937.65	(66,925.63)	-42.1%
Classified Support Salaries		2200	2,105,018.94	2,105,018.94	695,074.18	1,989,497.51	115,521.43	5.5%
Classified Supervisors' and Administrators' Salaries		2300	384,448.84	384,448.84	123,323.52	379,583.28	4,865.56	1.3%
Clerical, Technical and Office Salaries		2400	1,799,805.96	1,799,805.96	563,034.83	1,812,716.86	(12,910.90)	-0.7%
Other Classified Salaries		2900	185,705.01	185,705.01	33,457.15	193,327.46	(7,622.45)	-4.1%
TOTAL, CLASSIFIED SALARIES			4,633,990.77	4,633,990.77	1,460,888.02	4,601,062.76	32,928.01	0.7%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,854,809.56	2,854,809.56	614,642.62	3,022,794.90	(167,985.34)	-5.9%
PERS		3201-3202	1,089,179.59	1,089,179.59	340,762.18	1,065,993.41	23,186.18	2.1%
OASDI/Medicare/Alternative		3301-3302	545,833.05	545,833.05	152,123.45	534,782.53	11,050.52	2.0%
Health and Welfare Benefits		3401-3402	2,963,406.00	2,963,406.00	578,533.18	2,788,168.80	175,237.20	5.9%
Unemployment Insurance		3501-3502	103,371.11	103,371.11	24,172.45	94,581.69	8,789.42	8.5%
Workers' Compensation		3601-3602	225,973.21	225,973.21	53,066.05	211,043.78	14,929.43	6.6%
OPEB, Allocated		3701-3702	2,033,291.00	2,033,291.00	1,358,731.56	1,899,440.12	133,850.88	6.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	10,076.50	10,076.50	2,572.28	11,924.70	(1,848.20)	-18.3%
TOTAL, EMPLOYEE BENEFITS			9,825,940.02	9,825,940.02	3,124,603.77	9,628,729.93	197,210.09	2.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	43,000.00	43,000.00	8,868.86	43,000.00	0.00	0.0%
Books and Other Reference Materials		4200	17,290.00	17,290.00	3,790.80	21,215.00	(3,925.00)	-22.7%
Materials and Supplies		4300	2,041,457.92	2,041,457.92	310,049.25	1,804,159.90	237,298.02	11.6%
Noncapitalized Equipment		4400	276,550.00	276,550.00	136,796.73	310,518.40	(33,968.40)	-12.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,378,297.92	2,378,297.92	459,505.64	2,178,893.30	199,404.62	8.4%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	47,500.00	47,500.00	585.00	47,500.00	0.00	0.0%
Travel and Conferences		5200	138,437.90	138,437.90	37,720.27	141,453.34	(3,015.44)	-2.2%
Dues and Memberships		5300	35,755.00	35,755.00	25,342.79	36,755.00	(1,000.00)	-2.8%
Insurance		5400-5450	423,778.00	423,778.00	494,650.24	506,792.40	(83,014.40)	-19.6%
Operations and Housekeeping Services		5500	916,420.00	916,420.00	289,461.41	968,702.00	(52,282.00)	-5.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	198,435.85	198,435.85	61,891.65	220,831.21	(22,395.36)	-11.3%
Transfers of Direct Costs		5710	(1,293.85)	(1,293.85)	(3,334.21)	(1,393.85)	100.00	-7.7%
Transfers of Direct Costs - Interfund		5750	(1,855,576.81)	(1,855,576.81)	(503,367.29)	(2,016,260.56)	160,683.75	-8.7%
Professional/Consulting Services and Operating Expenditures		5800	1,138,221.30	1,138,221.30	569,789.59	1,646,569.36	(508,348.06)	-44.7%
Communications		5900	225,131.08	225,131.08	59,248.55	227,620.50	(2,489.42)	-1.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,266,808.47	1,266,808.47	1,031,988.00	1,778,569.40	(511,760.93)	-40.4%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	544,698.00	544,698.00	136,362.13	594,535.60	(49,837.60)	-9.1%
Equipment Replacement		6500	2,100.00	2,100.00	58,870.91	62,100.00	(60,000.00)	-2,857.1%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			546,798.00	546,798.00	195,233.04	656,635.60	(109,837.60)	-20.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(71,315.00)	(71,315.00)	(37,590.65)	(135,064.41)	63,749.41	-89.4%
Transfers of Indirect Costs - Interfund		7350	(75,000.00)	(75,000.00)	(24,306.45)	(75,000.00)	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(146,315.00)	(146,315.00)	(61,897.10)	(210,064.41)	63,749.41	-43.6%
TOTAL, EXPENDITURES			35,915,129.56	35,915,129.56	9,867,779.20	35,453,406.34	461,723.22	1.3%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(6,178,378.02)	(6,178,378.02)	(4,600,000.00)	(6,431,758.86)	(253,380.84)	4.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(6,178,378.02)	(6,178,378.02)	(4,600,000.00)	(6,431,758.86)	(253,380.84)	4.1%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(7,178,378.02)	(7,178,378.02)	(5,600,000.00)	(7,431,758.86)	(253,380.84)	3.5%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	1,290,756.00	1,290,756.00	8,951.00	1,261,492.00	(29,264.00)	-2.3%
2) Federal Revenue		8100-8299	3,210,929.10	3,210,929.10	988,846.46	4,725,827.86	1,514,898.76	47.2%
3) Other State Revenue		8300-8599	4,259,460.17	4,259,460.17	1,645,236.55	11,004,161.43	6,744,701.26	158.3%
4) Other Local Revenue		8600-8799	3,391,753.10	3,391,753.10	1,003,537.97	3,307,867.94	(83,885.16)	-2.5%
5) TOTAL, REVENUES			12,152,898.37	12,152,898.37	3,646,571.98	20,299,349.23		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	4,543,190.48	4,543,190.48	1,163,598.33	4,174,922.01	368,268.47	8.1%
2) Classified Salaries		2000-2999	3,290,720.61	3,290,720.61	962,169.44	3,243,602.49	47,118.12	1.4%
3) Employee Benefits		3000-3999	5,057,856.14	5,057,856.14	695,974.01	4,996,899.87	60,956.27	1.2%
4) Books and Supplies		4000-4999	483,670.86	483,670.86	170,466.37	1,310,508.23	(826,837.37)	-171.0%
5) Services and Other Operating Expenditures		5000-5999	2,470,737.78	2,470,737.78	670,534.16	3,290,978.46	(820,240.68)	-33.2%
6) Capital Outlay		6000-6999	543,714.00	543,714.00	96,544.01	594,670.00	(50,956.00)	-9.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,274,222.00	2,274,222.00	635,018.00	2,283,930.00	(9,708.00)	-0.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	71,315.00	71,315.00	37,590.65	135,064.41	(63,749.41)	-89.4%
9) TOTAL, EXPENDITURES			18,735,426.87	18,735,426.87	4,431,894.97	20,030,575.47		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,582,528.50)	(6,582,528.50)	(785,322.99)	268,773.76		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	647,320.78	647,320.78	0.00	595,398.48	51,922.30	8.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	6,178,378.02	6,178,378.02	4,600,000.00	6,431,758.86	253,380.84	4.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			5,531,057.24	5,531,057.24	4,600,000.00	5,836,360.38		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,051,471.26)	(1,051,471.26)	3,814,677.01	6,105,134.14		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,499,517.30	3,499,517.30		3,581,865.35	82,348.05	2.4%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,499,517.30	3,499,517.30		3,581,865.35		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,499,517.30	3,499,517.30		3,581,865.35		
2) Ending Balance, June 30 (E + F1e)			2,448,046.04	2,448,046.04		9,686,999.49		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,448,046.04	2,448,046.04		9,686,999.49		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	1,290,756.00	1,290,756.00	8,951.00	1,261,492.00	(29,264.00)	-2.3%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,290,756.00	1,290,756.00	8,951.00	1,261,492.00	(29,264.00)	-2.3%
FEDERAL REVENUE								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	1,017,616.00	1,017,616.00	353,864.00	985,214.00	(32,402.00)	-3.2%
Special Education Discretionary Grants		8182	39,880.00	39,880.00	(275,347.92)	79,562.00	39,682.00	99.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	563,637.00	563,637.00	8,174.44	485,513.70	(78,123.30)	-13.9%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	87,539.00	87,539.00	636.15	86,133.00	(1,406.00)	-1.6%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	83,077.75	83,077.75	9,316.80	72,119.81	(10,957.94)	-13.2%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	52,080.00	52,080.00	25,546.00	52,080.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,367,099.35	1,367,099.35	866,656.99	2,965,205.35	1,598,106.00	116.9%
TOTAL, FEDERAL REVENUE			3,210,929.10	3,210,929.10	988,846.46	4,725,827.86	1,514,898.76	47.2%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materials		8560	236,000.00	236,000.00	13,301.77	236,000.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	190,765.17	190,765.17	(2,950.81)	190,765.17	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	7,195.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,832,695.00	3,832,695.00	1,627,690.59	10,577,396.26	6,744,701.26	176.0%
TOTAL, OTHER STATE REVENUE			4,259,460.17	4,259,460.17	1,645,236.55	11,004,161.43	6,744,701.26	158.3%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other Local Revenue		8699	183,000.10	183,000.10	113,029.97	209,892.94	26,892.84	14.7%
Tuition		8710	532,012.00	532,012.00	121,834.00	541,213.00	9,201.00	1.7%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	2,676,741.00	2,676,741.00	768,674.00	2,556,762.00	(119,979.00)	-4.5%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,391,753.10	3,391,753.10	1,003,537.97	3,307,867.94	(83,885.16)	-2.5%
TOTAL, REVENUES			12,152,898.37	12,152,898.37	3,646,571.98	20,299,349.23	8,146,450.86	67.0%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,502,794.53	3,502,794.53	907,129.80	3,366,838.18	135,956.35	3.9%
Certificated Pupil Support Salaries		1200	328,017.44	328,017.44	117,443.01	399,823.64	(71,806.20)	-21.9%
Certificated Supervisors' and Administrators' Salaries		1300	712,378.51	712,378.51	130,588.02	399,822.69	312,555.82	43.9%
Other Certificated Salaries		1900	0.00	0.00	8,437.50	8,437.50	(8,437.50)	New
TOTAL, CERTIFICATED SALARIES			4,543,190.48	4,543,190.48	1,163,598.33	4,174,922.01	368,268.47	8.1%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,958,823.27	1,958,823.27	583,756.60	2,147,803.47	(188,980.20)	-9.6%
Classified Support Salaries		2200	836,501.90	836,501.90	182,145.94	538,337.19	298,164.71	35.6%
Classified Supervisors' and Administrators' Salaries		2300	320,406.52	320,406.52	103,468.84	320,558.26	(151.74)	0.0%
Clerical, Technical and Office Salaries		2400	174,988.92	174,988.92	75,404.56	201,903.57	(26,914.65)	-15.4%
Other Classified Salaries		2900	0.00	0.00	17,393.50	35,000.00	(35,000.00)	New
TOTAL, CLASSIFIED SALARIES			3,290,720.61	3,290,720.61	962,169.44	3,243,602.49	47,118.12	1.4%
EMPLOYEE BENEFITS								
STRS		3101-3102	3,035,394.88	3,035,394.88	210,229.95	3,032,571.47	2,823.41	0.1%
PERS		3201-3202	602,052.49	602,052.49	169,818.27	592,916.19	9,136.30	1.5%
OASDI/Medicare/Alternative		3301-3302	233,424.14	233,424.14	75,055.39	232,772.05	652.09	0.3%
Health and Welfare Benefits		3401-3402	1,046,830.59	1,046,830.59	201,320.04	997,331.70	49,498.89	4.7%
Unemployment Insurance		3501-3502	37,172.42	37,172.42	10,255.34	33,425.59	3,746.83	10.1%
Workers' Compensation		3601-3602	81,235.32	81,235.32	22,500.15	73,678.62	7,556.70	9.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	21,746.30	21,746.30	6,794.87	34,204.25	(12,457.95)	-57.3%
TOTAL, EMPLOYEE BENEFITS			5,057,856.14	5,057,856.14	695,974.01	4,996,899.87	60,956.27	1.2%
BOOKS AND SUPPLIES								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Approved Textbooks and Core Curricula Materials		4100	15,000.00	15,000.00	8,362.39	15,000.00	0.00	0.0%
Books and Other Reference Materials		4200	2,000.00	2,000.00	12,263.72	17,000.00	(15,000.00)	-750.0%
Materials and Supplies		4300	387,117.36	387,117.36	79,820.40	1,205,976.27	(818,858.91)	-211.5%
Noncapitalized Equipment		4400	79,553.50	79,553.50	70,019.86	72,531.96	7,021.54	8.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			483,670.86	483,670.86	170,466.37	1,310,508.23	(826,837.37)	-171.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	387,948.00	387,948.00	87,916.22	454,956.00	(67,008.00)	-17.3%
Travel and Conferences		5200	130,045.07	130,045.07	27,330.78	131,541.61	(1,496.54)	-1.2%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	11,100.00	11,100.00	11,100.00	11,100.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	99,993.70	99,993.70	34,449.71	104,737.50	(4,743.80)	-4.7%
Transfers of Direct Costs		5710	1,293.85	1,293.85	3,334.21	1,393.85	(100.00)	-7.7%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,837,667.16	1,837,667.16	505,507.24	2,578,512.10	(740,844.94)	-40.3%
Communications		5900	2,690.00	2,690.00	896.00	8,737.40	(6,047.40)	-224.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,470,737.78	2,470,737.78	670,534.16	3,290,978.46	(820,240.68)	-33.2%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	430,578.00	430,578.00	0.00	340,678.00	89,900.00	20.9%
Buildings and Improvements of Buildings		6200	20,000.00	20,000.00	39,154.09	48,900.00	(28,900.00)	-144.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	70,000.00	70,000.00	20,433.92	145,000.00	(75,000.00)	-107.1%
Equipment Replacement		6500	23,136.00	23,136.00	36,956.00	60,092.00	(36,956.00)	-159.7%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			543,714.00	543,714.00	96,544.01	594,670.00	(50,956.00)	-9.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict								
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	228,378.00	228,378.00	61,834.00	225,340.00	3,038.00	1.3%
Payments to County Offices		7142	2,045,844.00	2,045,844.00	573,184.00	2,058,590.00	(12,746.00)	-0.6%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,274,222.00	2,274,222.00	635,018.00	2,283,930.00	(9,708.00)	-0.4%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	71,315.00	71,315.00	37,590.65	135,064.41	(63,749.41)	-89.4%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			71,315.00	71,315.00	37,590.65	135,064.41	(63,749.41)	-89.4%
TOTAL, EXPENDITURES			18,735,426.87	18,735,426.87	4,431,894.97	20,030,575.47	(1,295,148.60)	-6.9%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	647,320.78	647,320.78	0.00	595,398.48	51,922.30	8.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			647,320.78	647,320.78	0.00	595,398.48	51,922.30	8.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	6,178,378.02	6,178,378.02	4,600,000.00	6,431,758.86	253,380.84	4.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			6,178,378.02	6,178,378.02	4,600,000.00	6,431,758.86	253,380.84	4.1%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			5,531,057.24	5,531,057.24	4,600,000.00	5,836,360.38	(305,303.14)	-5.5%

2022-23 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	42,682,770.00	42,682,770.00	7,904,757.14	44,296,872.00	1,614,102.00	3.8%
2) Federal Revenue		8100-8299	3,210,929.10	3,210,929.10	988,846.46	4,725,827.86	1,514,898.76	47.2%
3) Other State Revenue		8300-8599	5,012,067.17	5,012,067.17	1,657,390.72	11,756,768.43	6,744,701.26	134.6%
4) Other Local Revenue		8600-8799	5,250,119.83	5,250,119.83	1,203,935.20	4,349,089.34	(901,030.49)	-17.2%
5) TOTAL, REVENUES			56,155,886.10	56,155,886.10	11,754,929.52	65,128,557.63		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	21,952,799.86	21,952,799.86	4,821,056.16	20,994,501.77	958,298.09	4.4%
2) Classified Salaries		2000-2999	7,924,711.38	7,924,711.38	2,423,057.46	7,844,665.25	80,046.13	1.0%
3) Employee Benefits		3000-3999	14,883,796.16	14,883,796.16	3,820,577.78	14,625,629.80	258,166.36	1.7%
4) Books and Supplies		4000-4999	2,861,968.78	2,861,968.78	629,972.01	3,489,401.53	(627,432.75)	-21.9%
5) Services and Other Operating Expenditures		5000-5999	3,737,546.25	3,737,546.25	1,702,522.16	5,069,547.86	(1,332,001.61)	-35.6%
6) Capital Outlay		6000-6999	1,090,512.00	1,090,512.00	291,777.05	1,251,305.60	(160,793.60)	-14.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,274,222.00	2,274,222.00	635,018.00	2,283,930.00	(9,708.00)	-0.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(75,000.00)	(75,000.00)	(24,306.45)	(75,000.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			54,650,556.43	54,650,556.43	14,299,674.17	55,483,981.81		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			1,505,329.67	1,505,329.67	(2,544,744.65)	9,644,575.82		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,647,320.78	1,647,320.78	1,000,000.00	1,595,398.48	51,922.30	3.2%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,647,320.78)	(1,647,320.78)	(1,000,000.00)	(1,595,398.48)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)								
			(141,991.11)	(141,991.11)	(3,544,744.65)	8,049,177.34		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	17,451,071.94	17,451,071.94		17,500,693.08	49,621.14	0.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,451,071.94	17,451,071.94		17,500,693.08		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,451,071.94	17,451,071.94		17,500,693.08		
2) Ending Balance, June 30 (E + F1e)			17,309,080.83	17,309,080.83		25,549,870.42		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	31,000.00	15,500.00		15,500.00		
Stores		9712	60,000.00	30,000.00		30,000.00		
Prepaid Items		9713	0.00	0.00		0.00		

2022-23 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,448,046.04	2,448,046.04		9,686,999.49		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	12,731,034.79	13,126,534.79		13,485,257.93		
Technology Update	0000	9760	1,000,000.00					
Textbook Adoption	0000	9760	1,000,000.00					
TK Expansion Plan Implementation	0000	9760	1,500,000.00					
Strategic Plan Implementation	0000	9760	2,000,000.00					
Economic downturn/Declining Enrollment	0000	9760	7,231,034.79					
Technology Update	0000	9760		1,000,000.00				
Textbook Adoption	0000	9760		1,000,000.00				
Economic Downturn/Declining Enrollment	0000	9760		7,626,534.79				
TK Expansion Plan Implementation	0000	9760		1,500,000.00				
Strategic Plan Implementation	0000	9760		2,000,000.00				
Technology Updates	0000	9760				1,000,000.00		
Textbook Adoption	0000	9760				1,000,000.00		
Economic Downturn/Declining Enrollment	0000	9760				7,985,257.93		
TK Expansion Plan Implementation	0000	9760				1,500,000.00		
Strategic Plan Implementation	0000	9760				2,000,000.00		
d) Assigned								
Other Assignments		9780	350,000.00	0.00		560,436.00		
Compensated Absences	0000	9780	50,000.00					
CTE Match Requirement	0000	9780	100,000.00					
Site Donation Accounts	0000	9780	200,000.00					
Compensated Absences	0000	9780				50,000.00		
Site Donation Accounts	0000	9780				200,000.00		
CTE Required Match	0000	9780				100,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,689,000.00	1,689,000.00		1,771,677.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	20,467,989.00	20,467,989.00	5,118,528.00	16,867,490.00	(3,600,499.00)	-17.6%
Education Protection Account State Aid - Current Year		8012	6,180,956.00	6,180,956.00	2,826,063.00	10,499,015.00	4,318,059.00	69.9%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	55,065.00	55,065.00	0.00	52,626.00	(2,439.00)	-4.4%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	13,725,212.00	13,725,212.00	(32,154.26)	14,346,680.00	621,468.00	4.5%
Unsecured Roll Taxes		8042	452,431.00	452,431.00	475,885.51	499,828.00	47,397.00	10.5%
Prior Years' Taxes		8043	23,134.00	23,134.00	46,199.21	59,351.00	36,217.00	156.6%

2022-23 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Supplemental Taxes		8044	1,043,800.00	1,043,800.00	248,373.68	1,087,617.00	43,817.00	4.2%
Education Revenue Augmentation Fund (ERAF)		8045	2,128,841.00	2,128,841.00	0.00	2,317,405.00	188,564.00	8.9%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			44,077,428.00	44,077,428.00	8,682,895.14	45,730,012.00	1,652,584.00	3.7%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(2,685,414.00)	(2,685,414.00)	(787,089.00)	(2,694,632.00)	(9,218.00)	0.3%
Property Taxes Transfers		8097	1,290,756.00	1,290,756.00	8,951.00	1,261,492.00	(29,264.00)	-2.3%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			42,682,770.00	42,682,770.00	7,904,757.14	44,296,872.00	1,614,102.00	3.8%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	1,017,616.00	1,017,616.00	353,864.00	985,214.00	(32,402.00)	-3.2%
Special Education Discretionary Grants		8182	39,880.00	39,880.00	(275,347.92)	79,562.00	39,682.00	99.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	563,637.00	563,637.00	8,174.44	485,513.70	(78,123.30)	-13.9%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	87,539.00	87,539.00	636.15	86,133.00	(1,406.00)	-1.6%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	83,077.75	83,077.75	9,316.80	72,119.81	(10,957.94)	-13.2%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%

2022-23 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	52,080.00	52,080.00	25,546.00	52,080.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,367,099.35	1,367,099.35	866,656.99	2,965,205.35	1,598,106.00	116.9%
TOTAL, FEDERAL REVENUE			3,210,929.10	3,210,929.10	988,846.46	4,725,827.86	1,514,898.76	47.2%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	132,107.00	132,107.00	0.00	132,107.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	839,000.00	839,000.00	25,455.94	839,000.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	190,765.17	190,765.17	(2,950.81)	190,765.17	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	7,195.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,850,195.00	3,850,195.00	1,627,690.59	10,594,896.26	6,744,701.26	175.2%
TOTAL, OTHER STATE REVENUE			5,012,067.17	5,012,067.17	1,657,390.72	11,756,768.43	6,744,701.26	134.6%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%

Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	160.00	0.00	0.00	0.0%
Interest		8660	65,000.00	65,000.00	33,816.52	130,000.00	65,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	23,988.00	23,988.00	0.00	23,988.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,952,378.83	1,952,378.83	279,450.68	1,097,126.34	(855,252.49)	-43.8%
Tuition		8710	532,012.00	532,012.00	121,834.00	541,213.00	9,201.00	1.7%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	2,676,741.00	2,676,741.00	768,674.00	2,556,762.00	(119,979.00)	-4.5%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,250,119.83	5,250,119.83	1,203,935.20	4,349,089.34	(901,030.49)	-17.2%
TOTAL, REVENUES			56,155,886.10	56,155,886.10	11,754,929.52	65,128,557.63	8,972,671.53	16.0%
CERTIFICATED SALARIES								

Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Certificated Teachers' Salaries		1100	18,237,702.67	18,237,702.67	3,645,448.05	17,214,533.06	1,023,169.61	5.6%
Certificated Pupil Support Salaries		1200	743,906.00	743,906.00	258,103.49	930,299.48	(186,393.48)	-25.1%
Certificated Supervisors' and Administrators' Salaries		1300	2,787,330.19	2,787,330.19	890,699.62	2,659,870.73	127,459.46	4.6%
Other Certificated Salaries		1900	183,861.00	183,861.00	26,805.00	189,798.50	(5,937.50)	-3.2%
TOTAL, CERTIFICATED SALARIES			21,952,799.86	21,952,799.86	4,821,056.16	20,994,501.77	958,298.09	4.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	2,117,835.29	2,117,835.29	629,754.94	2,373,741.12	(255,905.83)	-12.1%
Classified Support Salaries		2200	2,941,520.84	2,941,520.84	877,220.12	2,527,834.70	413,686.14	14.1%
Classified Supervisors' and Administrators' Salaries		2300	704,855.36	704,855.36	226,792.36	700,141.54	4,713.82	0.7%
Clerical, Technical and Office Salaries		2400	1,974,794.88	1,974,794.88	638,439.39	2,014,620.43	(39,825.55)	-2.0%
Other Classified Salaries		2900	185,705.01	185,705.01	50,850.65	228,327.46	(42,622.45)	-23.0%
TOTAL, CLASSIFIED SALARIES			7,924,711.38	7,924,711.38	2,423,057.46	7,844,665.25	80,046.13	1.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	5,890,204.44	5,890,204.44	824,872.57	6,055,366.37	(165,161.93)	-2.8%
PERS		3201-3202	1,691,232.08	1,691,232.08	510,580.45	1,658,909.60	32,322.48	1.9%
OASDI/Medicare/Alternative		3301-3302	779,257.19	779,257.19	227,178.84	767,554.58	11,702.61	1.5%
Health and Welfare Benefits		3401-3402	4,010,236.59	4,010,236.59	779,853.22	3,785,500.50	224,736.09	5.6%
Unemployment Insurance		3501-3502	140,543.53	140,543.53	34,427.79	128,007.28	12,536.25	8.9%
Workers' Compensation		3601-3602	307,208.53	307,208.53	75,566.20	284,722.40	22,486.13	7.3%
OPEB, Allocated		3701-3702	2,033,291.00	2,033,291.00	1,358,731.56	1,899,440.12	133,850.88	6.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	31,822.80	31,822.80	9,367.15	46,128.95	(14,306.15)	-45.0%
TOTAL, EMPLOYEE BENEFITS			14,883,796.16	14,883,796.16	3,820,577.78	14,625,629.80	258,166.36	1.7%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	58,000.00	58,000.00	17,231.25	58,000.00	0.00	0.0%
Books and Other Reference Materials		4200	19,290.00	19,290.00	16,054.52	38,215.00	(18,925.00)	-98.1%
Materials and Supplies		4300	2,428,575.28	2,428,575.28	389,869.65	3,010,136.17	(581,560.89)	-23.9%
Noncapitalized Equipment		4400	356,103.50	356,103.50	206,816.59	383,050.36	(26,946.86)	-7.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,861,968.78	2,861,968.78	629,972.01	3,489,401.53	(627,432.75)	-21.9%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	435,448.00	435,448.00	88,501.22	502,456.00	(67,008.00)	-15.4%
Travel and Conferences		5200	268,482.97	268,482.97	65,051.05	272,994.95	(4,511.98)	-1.7%
Dues and Memberships		5300	35,755.00	35,755.00	25,342.79	36,755.00	(1,000.00)	-2.8%
Insurance		5400-5450	434,878.00	434,878.00	505,750.24	517,892.40	(83,014.40)	-19.1%
Operations and Housekeeping Services		5500	916,420.00	916,420.00	289,461.41	968,702.00	(52,282.00)	-5.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	298,429.55	298,429.55	96,341.36	325,568.71	(27,139.16)	-9.1%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,855,576.81)	(1,855,576.81)	(503,367.29)	(2,016,260.56)	160,683.75	-8.7%
Professional/Consulting Services and Operating Expenditures		5800	2,975,888.46	2,975,888.46	1,075,296.83	4,225,081.46	(1,249,193.00)	-42.0%
Communications		5900	227,821.08	227,821.08	60,144.55	236,357.90	(8,536.82)	-3.7%

2022-23 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,737,546.25	3,737,546.25	1,702,522.16	5,069,547.86	(1,332,001.61)	-35.6%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	430,578.00	430,578.00	0.00	340,678.00	89,900.00	20.9%
Buildings and Improvements of Buildings		6200	20,000.00	20,000.00	39,154.09	48,900.00	(28,900.00)	-144.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	614,698.00	614,698.00	156,796.05	739,535.60	(124,837.60)	-20.3%
Equipment Replacement		6500	25,236.00	25,236.00	95,826.91	122,192.00	(96,956.00)	-384.2%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,090,512.00	1,090,512.00	291,777.05	1,251,305.60	(160,793.60)	-14.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	228,378.00	228,378.00	61,834.00	225,340.00	3,038.00	1.3%
Payments to County Offices		7142	2,045,844.00	2,045,844.00	573,184.00	2,058,590.00	(12,746.00)	-0.6%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,274,222.00	2,274,222.00	635,018.00	2,283,930.00	(9,708.00)	-0.4%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(75,000.00)	(75,000.00)	(24,306.45)	(75,000.00)	0.00	0.0%

2022-23 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(75,000.00)	(75,000.00)	(24,306.45)	(75,000.00)	0.00	0.0%
TOTAL, EXPENDITURES			54,650,556.43	54,650,556.43	14,299,674.17	55,483,981.81	(833,425.38)	-1.5%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,647,320.78	1,647,320.78	1,000,000.00	1,595,398.48	51,922.30	3.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,647,320.78	1,647,320.78	1,000,000.00	1,595,398.48	51,922.30	3.2%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,647,320.78)	(1,647,320.78)	(1,000,000.00)	(1,595,398.48)	(51,922.30)	3.2%

Resource	Description	2022-23 Projected Totals
2600	Expanded Learning Opportunities Program	922,350.80
3214	Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	713,988.00
3218	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Emergency Needs	253,955.00
3219	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss	121,283.00
6230	California Clean Energy Jobs Act	16,944.04
6266	Educator Effectiveness, FY 2021-22	646,351.55
6300	Lottery: Instructional Materials	521,070.36
6547	Special Education Early Intervention Preschool Grant	268,516.75
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	2,191,147.00
7388	SB 117 COVID-19 LEA Response Funds	65,690.62
7422	In-Person Instruction (IPI) Grant	98,562.33
7435	Learning Recovery Emergency Block Grant	3,656,998.00
9010	Other Restricted Local	210,142.04
Total, Restricted Balance		9,686,999.49

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	8,168,932.00	8,168,932.00	1,738,413.00	8,587,788.00	418,856.00	5.1%
2) Federal Revenue		8100-8299	40.00	40.00	(32,201.00)	232,928.00	232,888.00	582,220.0%
3) Other State Revenue		8300-8599	792,538.42	792,538.42	345,661.70	1,787,143.42	994,605.00	125.5%
4) Other Local Revenue		8600-8799	138,774.49	138,774.49	114,439.09	280,186.08	141,411.59	101.9%
5) TOTAL, REVENUES			9,100,284.91	9,100,284.91	2,166,312.79	10,888,045.50		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	3,757,774.32	3,757,774.32	789,577.62	3,604,202.94	153,571.38	4.1%
2) Classified Salaries		2000-2999	629,009.99	629,009.99	168,607.47	598,455.59	30,554.40	4.9%
3) Employee Benefits		3000-3999	2,007,329.75	2,007,329.75	515,026.03	2,110,740.76	(103,411.01)	-5.2%
4) Books and Supplies		4000-4999	328,202.71	328,202.71	109,742.97	910,341.84	(582,139.13)	-177.4%
5) Services and Other Operating Expenditures		5000-5999	2,351,012.40	2,351,012.40	776,221.10	2,709,379.77	(358,367.37)	-15.2%
6) Capital Outlay		6000-6999	0.00	0.00	7,570.14	7,633.64	(7,633.64)	New
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499		0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,073,329.17	9,073,329.17	2,366,745.33	9,940,754.54		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			26,955.74	26,955.74	(200,432.54)	947,290.96		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			26,955.74	26,955.74	(200,432.54)	947,290.96		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,384,436.15	2,384,436.15		3,131,688.54	747,252.39	31.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,384,436.15	2,384,436.15		3,131,688.54		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,384,436.15	2,384,436.15		3,131,688.54		
2) Ending Balance, June 30 (E + F1e)			2,411,391.89	2,411,391.89		4,078,979.50		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	219,590.29	219,590.29		953,274.82		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	2,191,801.60	2,191,801.60		3,125,704.68		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	3,868,909.00	3,868,909.00	832,038.00	3,220,072.00	(648,837.00)	-16.8%
Education Protection Account State Aid - Current Year		8012	1,614,609.00	1,614,609.00	535,750.00	2,673,084.00	1,058,475.00	65.6%
State Aid - Prior Years		8019	0.00	0.00	(416,464.00)	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	2,685,414.00	2,685,414.00	787,089.00	2,694,632.00	9,218.00	0.3%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,168,932.00	8,168,932.00	1,738,413.00	8,587,788.00	418,856.00	5.1%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	40.00	40.00	(32,201.00)	232,928.00	232,888.00	582,220.0%
TOTAL, FEDERAL REVENUE			40.00	40.00	(32,201.00)	232,928.00	232,888.00	582,220.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	29,919.00	29,919.00	0.00	29,919.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	158,952.42	158,952.42	4,777.06	158,952.42	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	603,667.00	603,667.00	340,884.64	1,598,272.00	994,605.00	164.8%
TOTAL, OTHER STATE REVENUE			792,538.42	792,538.42	345,661.70	1,787,143.42	994,605.00	125.5%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	7,000.00	7,000.00	6,623.60	14,000.00	7,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	131,774.49	131,774.49	107,815.49	266,186.08	134,411.59	102.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			138,774.49	138,774.49	114,439.09	280,186.08	141,411.59	101.9%
TOTAL, REVENUES			9,100,284.91	9,100,284.91	2,166,312.79	10,888,045.50		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,053,579.30	3,053,579.30	585,862.23	2,931,205.69	122,373.61	4.0%
Certificated Pupil Support Salaries		1200	232,854.92	232,854.92	80,579.48	248,341.64	(15,486.72)	-6.7%
Certificated Supervisors' and Administrators' Salaries		1300	416,081.16	416,081.16	120,498.91	369,396.67	46,684.49	11.2%
Other Certificated Salaries		1900	55,258.94	55,258.94	2,637.00	55,258.94	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,757,774.32	3,757,774.32	789,577.62	3,604,202.94	153,571.38	4.1%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	46,516.27	46,516.27	8,366.06	56,802.25	(10,285.98)	-22.1%
Classified Support Salaries		2200	249,691.88	249,691.88	92,617.89	253,097.66	(3,405.78)	-1.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	264,491.39	264,491.39	63,423.65	232,418.82	32,072.57	12.1%
Other Classified Salaries		2900	68,310.45	68,310.45	4,199.87	56,136.86	12,173.59	17.8%
TOTAL, CLASSIFIED SALARIES			629,009.99	629,009.99	168,607.47	598,455.59	30,554.40	4.9%
EMPLOYEE BENEFITS								
STRS		3101-3102	970,844.52	970,844.52	150,009.33	1,047,773.56	(76,929.04)	-7.9%
PERS		3201-3202	170,695.29	170,695.29	36,690.26	163,339.12	7,356.17	4.3%
OASDI/Medicare/Alternative		3301-3302	99,010.09	99,010.09	22,303.90	93,814.16	5,195.93	5.2%
Health and Welfare Benefits		3401-3402	506,555.00	506,555.00	116,658.75	546,886.17	(40,331.17)	-8.0%
Unemployment Insurance		3501-3502	20,928.71	20,928.71	4,493.06	20,091.32	837.39	4.0%
Workers' Compensation		3601-3602	45,913.24	45,913.24	9,857.27	43,916.26	1,996.98	4.3%
OPEB, Allocated		3701-3702	192,555.20	192,555.20	174,511.04	192,555.20	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	827.70	827.70	502.42	2,364.97	(1,537.27)	-185.7%
TOTAL, EMPLOYEE BENEFITS			2,007,329.75	2,007,329.75	515,026.03	2,110,740.76	(103,411.01)	-5.2%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	109,000.00	109,000.00	39,387.87	109,000.00	0.00	0.0%
Books and Other Reference Materials		4200	2,170.50	2,170.50	0.00	2,170.50	0.00	0.0%
Materials and Supplies		4300	160,921.95	160,921.95	65,955.51	743,061.08	(582,139.13)	-361.8%
Noncapitalized Equipment		4400	56,110.26	56,110.26	4,399.59	56,110.26	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			328,202.71	328,202.71	109,742.97	910,341.84	(582,139.13)	-177.4%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	17,308.19	17,308.19	1,273.40	67,879.88	(50,571.69)	-292.2%
Dues and Memberships		5300	1,140.00	1,140.00	12,157.55	1,465.00	(325.00)	-28.5%
Insurance		5400-5450	70,350.00	70,350.00	88,021.90	87,977.00	(17,627.00)	-25.1%
Operations and Housekeeping Services		5500	206,216.25	206,216.25	46,244.40	206,216.25	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	16,600.00	16,600.00	5,280.53	19,900.00	(3,300.00)	-19.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Transfers of Direct Costs - Interfund		5750	1,836,076.81	1,836,076.81	502,622.12	1,996,760.56	(160,683.75)	-8.8%
Professional/Consulting Services and Operating Expenditures		5800	182,692.23	182,692.23	117,861.79	308,572.66	(125,880.43)	-68.9%
Communications		5900	20,628.92	20,628.92	2,759.41	20,608.42	20.50	0.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,351,012.40	2,351,012.40	776,221.10	2,709,379.77	(358,367.37)	-15.2%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	7,570.14	7,633.64	(7,633.64)	New
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	7,570.14	7,633.64	(7,633.64)	New
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			9,073,329.17	9,073,329.17	2,366,745.33	9,940,754.54		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								

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

Resource	Description	2022-23 Projected Totals
2600	Expanded Learning Opportunities Program	63,709.25
3217	Expanded Learning Opportunities (ELO) Grant: GEER II	1,333.01
6230	California Clean Energy Jobs Act	5,879.00
6300	Lottery: Instructional Materials	40,317.79
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	359,446.00
7311	Classified School Employee Professional Development Block Grant	232.09
7388	SB 117 COVID-19 LEA Response Funds	5,783.00
7412	A-G Access/Success Grant	15,577.65
7413	A-G Learning Loss Mitigation Grant	12,893.00
7422	In-Person Instruction (IPI) Grant	7,152.96
7425	Expanded Learning Opportunities (ELO) Grant	65,170.47
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	12,582.87
7435	Learning Recovery Emergency Block Grant	360,623.00
9010	Other Restricted Local	2,574.73
Total, Restricted Balance		953,274.82

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	13,230.00	13,230.00	0.00	13,230.00	0.00	0.0%
3) Other State Revenue		8300-8599	284,146.08	284,146.08	118,167.08	284,146.08	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	106.14	0.00	0.00	0.0%
5) TOTAL, REVENUES			297,376.08	297,376.08	118,273.22	297,376.08		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	3,883.32	3,883.32	1,332.60	3,997.80	(114.48)	-2.9%
2) Classified Salaries		2000-2999	145,492.61	145,492.61	41,579.38	139,232.65	6,259.96	4.3%
3) Employee Benefits		3000-3999	65,937.47	65,937.47	15,633.01	61,544.64	4,392.83	6.7%
4) Books and Supplies		4000-4999	67,047.68	67,047.68	10,103.19	67,047.68	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,015.00	3,015.00	1,724.52	3,000.00	15.00	0.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	12,000.00	12,000.00	2,905.56	11,348.72	651.28	5.4%
9) TOTAL, EXPENDITURES			297,376.08	297,376.08	73,278.26	286,171.49		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	44,994.96	11,204.59		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	44,994.96	11,204.59		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		401.98	401.98	New
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		401.98		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		401.98		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		11,606.57		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		11,204.59		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		401.98		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
FEDERAL REVENUE								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	13,230.00	13,230.00	0.00	13,230.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			13,230.00	13,230.00	0.00	13,230.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	258,004.00	258,004.00	92,375.00	258,004.00	0.00	0.0%
All Other State Revenue	All Other	8590	26,142.08	26,142.08	25,792.08	26,142.08	0.00	0.0%
TOTAL, OTHER STATE REVENUE			284,146.08	284,146.08	118,167.08	284,146.08	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	106.14	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	106.14	0.00	0.00	0.0%
TOTAL, REVENUES			297,376.08	297,376.08	118,273.22	297,376.08		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	3,883.32	3,883.32	1,332.60	3,997.80	(114.48)	-2.9%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,883.32	3,883.32	1,332.60	3,997.80	(114.48)	-2.9%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	131,814.00	131,814.00	38,571.10	128,483.65	3,330.35	2.5%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	13,678.61	13,678.61	3,008.28	10,749.00	2,929.61	21.4%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			145,492.61	145,492.61	41,579.38	139,232.65	6,259.96	4.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,007.06	1,007.06	254.52	1,113.57	(106.51)	-10.6%
PERS		3201-3202	22,651.58	22,651.58	6,468.74	21,243.18	1,408.40	6.2%
OASDI/Medicare/Alternative		3301-3302	8,301.70	8,301.70	2,364.62	7,597.15	704.55	8.5%
Health and Welfare Benefits		3401-3402	30,622.10	30,622.10	5,687.78	28,438.90	2,183.20	7.1%
Unemployment Insurance		3501-3502	720.00	720.00	195.97	624.54	95.46	13.3%
Workers' Compensation		3601-3602	1,479.03	1,479.03	429.98	1,370.30	108.73	7.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,156.00	1,156.00	231.40	1,157.00	(1.00)	-0.1%
TOTAL, EMPLOYEE BENEFITS			65,937.47	65,937.47	15,633.01	61,544.64	4,392.83	6.7%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%
Materials and Supplies		4300	32,980.64	32,980.64	1,736.38	32,980.64	0.00	0.0%
Noncapitalized Equipment		4400	31,067.04	31,067.04	8,366.81	31,067.04	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			67,047.68	67,047.68	10,103.19	67,047.68	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	424.52	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	1,300.00	0.00	0.00	0.0%
Communications		5900	15.00	15.00	0.00	0.00	15.00	100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,015.00	3,015.00	1,724.52	3,000.00	15.00	0.5%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	12,000.00	12,000.00	2,905.56	11,348.72	651.28	5.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			12,000.00	12,000.00	2,905.56	11,348.72	651.28	5.4%
TOTAL, EXPENDITURES			297,376.08	297,376.08	73,278.26	286,171.49		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
6105	Child Development: California State Preschool Program	11,204.59
Total, Restricted Balance		11,204.59

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,200,000.00	2,200,000.00	429,450.13	2,780,675.69	580,675.69	26.4%
3) Other State Revenue		8300-8599	325,000.00	325,000.00	133,329.43	430,000.00	105,000.00	32.3%
4) Other Local Revenue		8600-8799	24,000.00	24,000.00	12,834.26	30,000.00	6,000.00	25.0%
5) TOTAL, REVENUES			2,549,000.00	2,549,000.00	575,613.82	3,240,675.69		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	838,194.27	838,194.27	235,641.71	893,257.99	(55,063.72)	-6.6%
3) Employee Benefits		3000-3999	304,458.22	304,458.22	77,348.05	301,444.73	3,013.49	1.0%
4) Books and Supplies		4000-4999	1,225,997.48	1,225,997.48	486,605.20	1,442,222.42	(216,224.94)	-17.6%
5) Services and Other Operating Expenditures		5000-5999	91,301.30	91,301.30	61,931.53	159,747.30	(68,446.00)	-75.0%
6) Capital Outlay		6000-6999	80,000.00	80,000.00	90,534.23	160,000.00	(80,000.00)	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	63,000.00	63,000.00	21,400.89	63,651.28	(651.28)	-1.0%
9) TOTAL, EXPENDITURES			2,602,951.27	2,602,951.27	973,461.61	3,020,323.72		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(53,951.27)	(53,951.27)	(397,847.79)	220,351.97		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(53,951.27)	(53,951.27)	(397,847.79)	220,351.97		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,997,469.24	1,997,469.24		2,380,199.16	382,729.92	19.2%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,997,469.24	1,997,469.24		2,380,199.16		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,997,469.24	1,997,469.24		2,380,199.16		
2) Ending Balance, June 30 (E + F1e)			1,943,517.97	1,943,517.97		2,600,551.13		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,943,517.97	1,943,517.97		2,600,551.13		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
FEDERAL REVENUE								
Child Nutrition Programs		8220	2,200,000.00	2,200,000.00	429,450.13	2,780,675.69	580,675.69	26.4%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,200,000.00	2,200,000.00	429,450.13	2,780,675.69	580,675.69	26.4%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	325,000.00	325,000.00	133,329.43	430,000.00	105,000.00	32.3%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			325,000.00	325,000.00	133,329.43	430,000.00	105,000.00	32.3%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	6,000.00	6,000.00	4,465.91	12,000.00	6,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	16,000.00	16,000.00	8,368.35	16,000.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			24,000.00	24,000.00	12,834.26	30,000.00	6,000.00	25.0%
TOTAL, REVENUES			2,549,000.00	2,549,000.00	575,613.82	3,240,675.69		
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	668,778.03	668,778.03	186,249.05	729,137.28	(60,359.25)	-9.0%
Classified Supervisors' and Administrators' Salaries		2300	111,000.00	111,000.00	37,233.40	111,700.17	(700.17)	-0.6%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	58,416.24	58,416.24	12,159.26	52,420.54	5,995.70	10.3%
TOTAL, CLASSIFIED SALARIES			838,194.27	838,194.27	235,641.71	893,257.99	(55,063.72)	-6.6%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	146,824.75	146,824.75	41,855.63	157,824.62	(10,999.87)	-7.5%
OASDI/Medicare/Alternative		3301-3302	43,019.62	43,019.62	14,655.79	44,144.97	(1,125.35)	-2.6%
Health and Welfare Benefits		3401-3402	91,182.60	91,182.60	15,001.01	75,054.85	16,127.75	17.7%
Unemployment Insurance		3501-3502	4,449.30	4,449.30	1,155.37	4,420.39	28.91	0.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Workers' Compensation		3601-3602	9,101.75	9,101.75	2,536.74	9,698.23	(596.48)	-6.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	9,880.20	9,880.20	2,143.51	10,301.67	(421.47)	-4.3%
TOTAL, EMPLOYEE BENEFITS			304,458.22	304,458.22	77,348.05	301,444.73	3,013.49	1.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	113,997.48	113,997.48	44,394.56	116,846.73	(2,849.25)	-2.5%
Noncapitalized Equipment		4400	30,000.00	30,000.00	0.00	30,000.00	0.00	0.0%
Food		4700	1,082,000.00	1,082,000.00	442,210.64	1,295,375.69	(213,375.69)	-19.7%
TOTAL, BOOKS AND SUPPLIES			1,225,997.48	1,225,997.48	486,605.20	1,442,222.42	(216,224.94)	-17.6%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	751.30	751.30	2,042.31	6,841.30	(6,090.00)	-810.6%
Dues and Memberships		5300	750.00	750.00	132.50	750.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	3,500.00	3,500.00	0.00	3,500.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	37,100.00	37,100.00	19,884.97	63,790.00	(26,690.00)	-71.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	2,000.00	2,000.00	320.65	2,000.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	47,200.00	47,200.00	39,351.10	81,666.00	(34,466.00)	-73.0%
Communications		5900	0.00	0.00	200.00	1,200.00	(1,200.00)	New
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			91,301.30	91,301.30	61,931.53	159,747.30	(68,446.00)	-75.0%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	40,000.00	40,000.00	39,798.93	40,000.00	0.00	0.0%
Equipment Replacement		6500	40,000.00	40,000.00	50,735.30	120,000.00	(80,000.00)	-200.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			80,000.00	80,000.00	90,534.23	160,000.00	(80,000.00)	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	63,000.00	63,000.00	21,400.89	63,651.28	(651.28)	-1.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			63,000.00	63,000.00	21,400.89	63,651.28	(651.28)	-1.0%
TOTAL, EXPENDITURES			2,602,951.27	2,602,951.27	973,461.61	3,020,323.72		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	0.00	0.00	0.00	0.00	0.00	0.0%

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

Resource	Description	2022-23 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2,508,384.65
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	89,103.48
5810	Other Restricted Federal	3,063.00
Total, Restricted Balance		2,600,551.13

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12,000.00	12,000.00	10,313.57	24,000.00	12,000.00	100.0%
5) TOTAL, REVENUES			12,000.00	12,000.00	10,313.57	24,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	10,000.00	10,000.00	4,950.18	10,000.00	0.00	0.0%
3) Employee Benefits		3000-3999	3,316.70	3,316.70	150.84	3,316.70	0.00	0.0%
4) Books and Supplies		4000-4999	58,114.70	58,114.70	0.00	58,114.70	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	22,988.00	22,988.00	13,601.19	33,688.00	(10,700.00)	-46.5%
6) Capital Outlay		6000-6999	1,045,374.17	1,045,374.17	555,435.85	1,310,016.48	(264,642.31)	-25.3%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299,7400-7499		0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,139,793.57	1,139,793.57	574,138.06	1,415,135.88		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,127,793.57)	(1,127,793.57)	(563,824.49)	(1,391,135.88)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	1,647,320.78	1,647,320.78	1,000,000.00	1,595,398.48	(51,922.30)	-3.2%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,647,320.78	1,647,320.78	1,000,000.00	1,595,398.48		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			519,527.21	519,527.21	436,175.51	204,262.60		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,684,037.00	5,684,037.00		5,723,830.18	39,793.18	0.7%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,684,037.00	5,684,037.00		5,723,830.18		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,684,037.00	5,684,037.00		5,723,830.18		
2) Ending Balance, June 30 (E + F1e)			6,203,564.21	6,203,564.21		5,928,092.78		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
		9740	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	6,203,564.21	6,203,564.21		5,928,092.78		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	12,000.00	12,000.00	10,313.57	24,000.00	12,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12,000.00	12,000.00	10,313.57	24,000.00	12,000.00	100.0%
TOTAL, REVENUES			12,000.00	12,000.00	10,313.57	24,000.00		
CLASSIFIED SALARIES								
Classified Support Salaries		2200	10,000.00	10,000.00	4,950.18	10,000.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			10,000.00	10,000.00	4,950.18	10,000.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	2,537.00	2,537.00	0.00	2,537.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	620.00	620.00	71.78	620.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	50.00	50.00	24.76	50.00	0.00	0.0%
Workers' Compensation		3601-3602	109.70	109.70	54.30	109.70	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			3,316.70	3,316.70	150.84	3,316.70	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	45,184.70	45,184.70	0.00	45,184.70	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Noncapitalized Equipment		4400	12,930.00	12,930.00	0.00	12,930.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			58,114.70	58,114.70	0.00	58,114.70	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	2,876.63	4,000.00	(4,000.00)	New
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	22,988.00	22,988.00	10,724.56	29,688.00	(6,700.00)	-29.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			22,988.00	22,988.00	13,601.19	33,688.00	(10,700.00)	-46.5%
CAPITAL OUTLAY								
Land Improvements		6170	459,065.00	459,065.00	302,819.44	459,065.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	242,863.00	242,863.00	6,274.72	261,163.00	(18,300.00)	-7.5%
Equipment		6400	323,986.17	323,986.17	49,890.31	373,876.48	(49,890.31)	-15.4%
Equipment Replacement		6500	19,460.00	19,460.00	196,451.38	215,912.00	(196,452.00)	-1,009.5%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,045,374.17	1,045,374.17	555,435.85	1,310,016.48	(264,642.31)	-25.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,139,793.57	1,139,793.57	574,138.06	1,415,135.88		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	1,647,320.78	1,647,320.78	1,000,000.00	1,595,398.48	(51,922.30)	-3.2%
(a) TOTAL, INTERFUND TRANSFERS IN			1,647,320.78	1,647,320.78	1,000,000.00	1,595,398.48	(51,922.30)	-3.2%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			1,647,320.78	1,647,320.78	1,000,000.00	1,595,398.48		

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	30.00	30.00	11.49	60.00	30.00	100.0%
5) TOTAL, REVENUES			30.00	30.00	11.49	60.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			30.00	30.00	11.49	60.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			30.00	30.00	11.49	60.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,791.22	5,791.22		5,588.26	(202.96)	-3.5%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,791.22	5,791.22		5,588.26		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,791.22	5,791.22		5,588.26		
2) Ending Balance, June 30 (E + F1e)			5,821.22	5,821.22		5,648.26		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
		9740	0.00	0.00		0.00		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	5,821.22	5,821.22		5,648.26		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
OTHER LOCAL REVENUE								
Interest		8660	30.00	30.00	11.49	60.00	30.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			30.00	30.00	11.49	60.00	30.00	100.0%
TOTAL, REVENUES			30.00	30.00	11.49	60.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	55,000.00	55,000.00	27,645.81	110,000.00	55,000.00	100.0%
5) TOTAL, REVENUES			55,000.00	55,000.00	27,645.81	110,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	60,000.00	60,000.00	0.00	60,000.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	7,094,976.43	7,094,976.43	1,706,618.50	14,921,976.43	(7,827,000.00)	-110.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,154,976.43	7,154,976.43	1,706,618.50	14,981,976.43		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(7,099,976.43)	(7,099,976.43)	(1,678,972.69)	(14,871,976.43)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	1,600,000.00	1,600,000.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	1,600,000.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,099,976.43)	(7,099,976.43)	(1,678,972.69)	(13,271,976.43)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		13,548,226.38	13,548,226.38	New
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		13,548,226.38		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		13,548,226.38		
2) Ending Balance, June 30 (E + F1e)			(7,099,976.43)	(7,099,976.43)		276,249.95		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		276,249.95		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(7,099,976.43)	(7,099,976.43)		0.00		
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	55,000.00	55,000.00	27,645.81	110,000.00	55,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			55,000.00	55,000.00	27,645.81	110,000.00	55,000.00	100.0%
TOTAL, REVENUES			55,000.00	55,000.00	27,645.81	110,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	30,000.00	30,000.00	0.00	30,000.00	0.00	0.0%
Noncapitalized Equipment		4400	30,000.00	30,000.00	0.00	30,000.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			60,000.00	60,000.00	0.00	60,000.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	7,094,976.43	7,094,976.43	1,706,618.50	14,921,976.43	(7,827,000.00)	-110.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			7,094,976.43	7,094,976.43	1,706,618.50	14,921,976.43	(7,827,000.00)	-110.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			7,154,976.43	7,154,976.43	1,706,618.50	14,981,976.43		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	1,600,000.00	1,600,000.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	1,600,000.00	1,600,000.00	New
INTERFUND TRANSFERS OUT								
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
(a - b + c - d + e)			0.00	0.00	0.00	1,600,000.00		

Resource	Description	2022-23 Projected Totals
9010	Other Restricted Local	276,249.95
Total, Restricted Balance		276,249.95

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	348,000.00	348,000.00	429,525.00	559,920.32	211,920.32	60.9%
5) TOTAL, REVENUES			348,000.00	348,000.00	429,525.00	559,920.32		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	31,750.00	31,750.00	4,250.00	31,750.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499		0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			31,750.00	31,750.00	4,250.00	31,750.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			316,250.00	316,250.00	425,275.00	528,170.32		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	1,600,000.00	(1,600,000.00)	New
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	(1,600,000.00)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			316,250.00	316,250.00	425,275.00	(1,071,829.68)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,798,612.76	1,798,612.76		1,875,189.69	76,576.93	4.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,798,612.76	1,798,612.76		1,875,189.69		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,798,612.76	1,798,612.76		1,875,189.69		
2) Ending Balance, June 30 (E + F1e)			2,114,862.76	2,114,862.76		803,360.01		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	2,114,862.76	2,114,862.76		803,360.01		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
OTHER STATE REVENUE								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	8,000.00	8,000.00	4,078.44	16,000.00	8,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	340,000.00	340,000.00	425,446.56	543,920.32	203,920.32	60.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			348,000.00	348,000.00	429,525.00	559,920.32	211,920.32	60.9%
TOTAL, REVENUES			348,000.00	348,000.00	429,525.00	559,920.32		
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	17,500.00	17,500.00	0.00	17,500.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	14,250.00	14,250.00	4,250.00	14,250.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			31,750.00	31,750.00	4,250.00	31,750.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			31,750.00	31,750.00	4,250.00	31,750.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	1,600,000.00	(1,600,000.00)	New
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	1,600,000.00	(1,600,000.00)	New
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	(1,600,000.00)		

Resource	Description	2022-23 Projected Totals
9010	Other Restricted Local	803,360.01
Total, Restricted Balance		803,360.01

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	600.00	600.00	346.08	1,200.00	600.00	100.0%
5) TOTAL, REVENUES			600.00	600.00	346.08	1,200.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,000.00	3,000.00	0.00	3,000.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,400.00)	(2,400.00)	346.08	(1,800.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,400.00)	(2,400.00)	346.08	(1,800.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	171,863.07	171,863.07		169,062.07	(2,801.00)	-1.6%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			171,863.07	171,863.07		169,062.07		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			171,863.07	171,863.07		169,062.07		
2) Ending Balance, June 30 (E + F1e)			169,463.07	169,463.07		167,262.07		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed		9740	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	169,463.07	169,463.07		167,262.07		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	600.00	600.00	346.08	1,200.00	600.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			600.00	600.00	346.08	1,200.00	600.00	100.0%
TOTAL, REVENUES			600.00	600.00	346.08	1,200.00		
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,000.00	3,000.00	0.00	3,000.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								

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

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	21,954.00	21,954.00	0.00	19,964.00	(1,990.00)	-9.1%
4) Other Local Revenue		8600-8799	2,604,511.00	2,604,511.00	50,470.25	2,604,790.00	279.00	0.0%
5) TOTAL, REVENUES			2,626,465.00	2,626,465.00	50,470.25	2,624,754.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,891,846.00	2,891,846.00	1,357,671.89	2,516,416.00	375,430.00	13.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,891,846.00	2,891,846.00	1,357,671.89	2,516,416.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(265,381.00)	(265,381.00)	(1,307,201.64)	108,338.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(265,381.00)	(265,381.00)	(1,307,201.64)	108,338.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,390,008.99	3,390,008.99		3,301,740.43	(88,268.56)	-2.6%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,390,008.99	3,390,008.99		3,301,740.43		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,390,008.99	3,390,008.99		3,301,740.43		
2) Ending Balance, June 30 (E + F1e)			3,124,627.99	3,124,627.99		3,410,078.43		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed		9740	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	3,124,627.99	3,124,627.99		3,410,078.43		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
FEDERAL REVENUE								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions								
Voted Indebtedness Levies								
Homeowners' Exemptions		8571	21,954.00	21,954.00	0.00	19,964.00	(1,990.00)	-9.1%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			21,954.00	21,954.00	0.00	19,964.00	(1,990.00)	-9.1%
OTHER LOCAL REVENUE								
County and District Taxes								
Voted Indebtedness Levies								
Secured Roll		8611	2,526,587.00	2,526,587.00	(5,585.35)	2,504,202.00	(22,385.00)	-0.9%
Unsecured Roll		8612	28,424.00	28,424.00	36,392.33	36,358.00	7,934.00	27.9%
Prior Years' Taxes		8613	0.00	0.00	3,285.44	0.00	0.00	0.0%
Supplemental Taxes		8614	33,800.00	33,800.00	11,437.63	54,320.00	20,520.00	60.7%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	15,700.00	15,700.00	4,940.20	9,910.00	(5,790.00)	-36.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,604,511.00	2,604,511.00	50,470.25	2,604,790.00	279.00	0.0%
TOTAL, REVENUES			2,626,465.00	2,626,465.00	50,470.25	2,624,754.00		
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Bond Redemptions		7433	1,535,000.00	1,535,000.00	695,000.00	1,205,000.00	330,000.00	21.5%
Bond Interest and Other Service Charges		7434	1,356,846.00	1,356,846.00	662,671.89	1,311,416.00	45,430.00	3.3%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,891,846.00	2,891,846.00	1,357,671.89	2,516,416.00	375,430.00	13.0%
TOTAL, EXPENDITURES			2,891,846.00	2,891,846.00	1,357,671.89	2,516,416.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								

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

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,300.00	3,300.00	2,020.97	6,600.00	3,300.00	100.0%
5) TOTAL, REVENUES			3,300.00	3,300.00	2,020.97	6,600.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B9)			3,300.00	3,300.00	2,020.97	6,600.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			3,300.00	3,300.00	2,020.97	6,600.00		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	86,026.55	86,026.55		21,345.52	(64,681.03)	-75.2%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) As of July 1 - Audited (F1a + F1b)			86,026.55	86,026.55		21,345.52		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			86,026.55	86,026.55		21,345.52		
2) Ending Net Position, June 30 (E + F1e)			89,326.55	89,326.55		27,945.52		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		78,445.04		
c) Unrestricted Net Position		9790	89,326.55	89,326.55		(50,499.52)		
OTHER STATE REVENUE								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	3,300.00	3,300.00	2,020.97	6,600.00	3,300.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,300.00	3,300.00	2,020.97	6,600.00	3,300.00	100.0%
TOTAL, REVENUES			3,300.00	3,300.00	2,020.97	6,600.00		
CERTIFICATED SALARIES								
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.00	0.00	0.00	0.0%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
9010	Other Restricted Local	78,445.04
Total, Restricted Net Position		78,445.04

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,485,000.00	1,485,000.00	1,141,603.36	1,485,000.00	0.00	0.0%
5) TOTAL, REVENUES			1,485,000.00	1,485,000.00	1,141,603.36	1,485,000.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B9)			1,485,000.00	1,485,000.00	1,141,603.36	1,485,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			1,485,000.00	1,485,000.00	1,141,603.36	1,485,000.00		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	8,000,000.00	8,000,000.00		7,131,002.69	(868,997.31)	-10.9%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) As of July 1 - Audited (F1a + F1b)			8,000,000.00	8,000,000.00		7,131,002.69		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			8,000,000.00	8,000,000.00		7,131,002.69		
2) Ending Net Position, June 30 (E + F1e)			9,485,000.00	9,485,000.00		8,616,002.69		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	9,485,000.00	9,485,000.00		8,616,002.69		
OTHER LOCAL REVENUE								
Interest		8660	0.00	0.00	(328,396.64)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	1,485,000.00	1,485,000.00	1,470,000.00	1,485,000.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,485,000.00	1,485,000.00	1,141,603.36	1,485,000.00	0.00	0.0%
TOTAL, REVENUES			1,485,000.00	1,485,000.00	1,141,603.36	1,485,000.00		
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
Total, Restricted Net Position		0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			18,890,431.00	18,131,579.00	17,033,455.00	17,663,749.00	13,871,416.00	13,187,658.00	18,781,020.00	18,069,196.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		914,023.00	914,023.00	4,471,304.00	1,645,241.00	1,658,328.00	3,088,199.00	1,658,328.00	1,544,085.00
Property Taxes	8020-8079		0.00	190,503.00	0.00	547,801.00	1,945,564.00	4,189,854.00	0.00	0.00
Miscellaneous Funds	8080-8099		0.00	0.00	(544,908.00)	(233,230.00)	(313,462.00)	(254,737.00)	542,214.00	(109,508.00)
Federal Revenue	8100-8299		1,038,016.00	(535,637.00)	193,996.00	292,472.00	0.00	969,646.00	70,151.00	390,742.00
Other State Revenue	8300-8599		(100,539.00)	561,388.00	708,892.00	487,650.00	231,303.00	2,262,743.00	1,193,106.00	(48,261.00)
Other Local Revenue	8600-8799		202,675.00	293,229.00	467,514.00	240,517.00	41,421.00	283,234.00	142,522.00	226,474.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			2,054,175.00	1,423,506.00	5,296,798.00	2,980,451.00	3,563,154.00	10,538,939.00	3,606,321.00	2,003,532.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		526,910.00	318,412.00	1,996,360.00	1,979,374.00	1,986,215.00	2,000,185.00	1,976,745.00	1,983,882.00
Classified Salaries	2000-2999		425,716.00	605,425.00	695,411.00	696,505.00	655,493.00	656,070.00	636,080.00	649,178.00
Employee Benefits	3000-3999		250,131.00	901,591.00	1,061,369.00	1,607,487.00	1,187,477.00	1,285,753.00	1,204,315.00	1,207,016.00
Books and Supplies	4000-4999		21,759.00	121,788.00	242,261.00	244,164.00	103,574.00	499,771.00	108,876.00	106,436.00
Services	5000-5999		248,511.00	1,012,765.00	407,320.00	33,926.00	96,806.00	303,798.00	192,129.00	506,955.00
Capital Outlay	6000-6599		0.00	85,119.00	11,550.00	195,108.00	17,347.00	0.00	0.00	0.00
Other Outgo	7000-7499		(98,550.00)	113,396.00	204,113.00	391,753.00	200,000.00	200,000.00	200,000.00	200,000.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	1,000,000.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,374,477.00	3,158,496.00	4,618,384.00	6,148,317.00	4,246,912.00	4,945,577.00	4,318,145.00	4,653,467.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		(1,130,283.00)	1,613,422.00	16,977.00	2,422,319.00	0.00			
Due From Other Funds	9310		(32,318.00)	0.00	0.00	(468,950.00)	0.00			
Stores	9320		0.00	0.00	0.00	0.00	0.00			
Prepaid Expenditures	9330		0.00	0.00	0.00	0.00	0.00			
Other Current Assets	9340		0.00	0.00	0.00	0.00	0.00			
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	(1,162,601.00)	1,613,422.00	16,977.00	1,953,369.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		275,949.00	208,067.00	65,097.00	2,123,881.00				
Due To Other Funds	9610		0.00	0.00	0.00	453,955.00				
Current Loans	9640		0.00	0.00	0.00	0.00				
Unearned Revenues	9650		0.00	768,489.00	0.00	0.00				
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	275,949.00	976,556.00	65,097.00	2,577,836.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(1,438,550.00)	636,866.00	(48,120.00)	(624,467.00)	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(758,852.00)	(1,098,124.00)	630,294.00	(3,792,333.00)	(683,758.00)	5,593,362.00	(711,824.00)	(2,649,935.00)
F. ENDING CASH (A + E)			18,131,579.00	17,033,455.00	17,663,749.00	13,871,416.00	13,187,658.00	18,781,020.00	18,069,196.00	15,419,261.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		15,419,261.00	13,786,964.00	16,503,904.00	14,011,001.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	1,544,085.00	1,544,085.00	1,544,085.00	6,840,719.00	0.00	0.00	27,366,505.00	27,366,505.00
Property Taxes	8020-8079	0.00	4,275,674.00	12,538.00	7,201,573.00	0.00	0.00	18,363,507.00	18,363,507.00
Miscellaneous Funds	8080-8099	(419,787.00)	(139,928.00)	393,744.00	(203,542.00)	(150,000.00)	0.00	(1,433,144.00)	(1,433,140.00)
Federal Revenue	8100-8299	341,765.00	539,821.00	0.00	674,856.00	750,000.00	0.00	4,725,828.00	4,725,827.86
Other State Revenue	8300-8599	131,305.00	769,281.00	7,593.00	5,052,308.00	500,000.00	0.00	11,756,769.00	11,756,768.43
Other Local Revenue	8600-8799	1,233,511.00	525,287.00	498,757.00	93,948.00	100,000.00	0.00	4,349,089.00	4,349,089.34
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		2,830,879.00	7,514,220.00	2,456,717.00	19,659,862.00	1,200,000.00	0.00	65,128,554.00	65,128,557.63
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,008,882.00	2,214,937.00	2,041,764.00	1,950,836.00	10,000.00		20,994,502.00	20,994,501.77
Classified Salaries	2000-2999	656,518.00	729,292.00	648,057.00	782,921.00	8,000.00		7,844,666.00	7,844,665.25
Employee Benefits	3000-3999	1,214,615.00	1,272,457.00	1,212,423.00	2,217,995.00	3,000.00		14,625,629.00	14,625,629.80
Books and Supplies	4000-4999	131,358.00	149,961.00	331,344.00	1,178,109.00	250,000.00		3,489,401.00	3,489,401.53
Services	5000-5999	251,803.00	230,633.00	516,032.00	1,238,870.00	30,000.00		5,069,548.00	5,069,547.86
Capital Outlay	6000-6599	0.00	0.00	0.00	942,182.00	0.00		1,251,306.00	1,251,305.60
Other Outgo	7000-7499	200,000.00	200,000.00	200,000.00	198,218.00	0.00		2,208,930.00	2,208,930.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	595,398.00	0.00		1,595,398.00	1,595,398.48
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00		0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
TOTAL DISBURSEMENTS		4,463,176.00	4,797,280.00	4,949,620.00	9,104,529.00	301,000.00	0.00	57,079,380.00	57,079,380.29
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							2,922,435.00	
Due From Other Funds	9310							(501,268.00)	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	2,421,167.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							2,672,994.00	
Due To Other Funds	9610							453,955.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							768,489.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	3,895,438.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	(1,474,271.00)	0.00
E. NET INCREASE/DECREASE (B - C + D)		(1,632,297.00)	2,716,940.00	(2,492,903.00)	10,555,333.00	899,000.00	0.00	6,574,903.00	8,049,177.34
F. ENDING CASH (A + E)		13,786,964.00	16,503,904.00	14,011,001.00	24,566,334.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								25,465,334.00	

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,954.33	3,954.33	3,709.90	4,010.97	56.64	1.0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3,954.33	3,954.33	3,709.90	4,010.97	56.64	1.0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,954.33	3,954.33	3,709.90	4,010.97	56.64	1.0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0.0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0.0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0.0%
5. County Operations Grant ADA	0.00	0.00	0.00	0.00	0.00	0.0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	689.78	689.78	689.78	736.75	46.97	7.0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0.0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	689.78	689.78	689.78	736.75	46.97	7.0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0.0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0.0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. Total, Charter School Funded County Program ADA						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	689.78	689.78	689.78	736.75	46.97	7.0%

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	67,020,134.83
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	4,227,641.27
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	37,560.20
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	899,361.24
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	1,595,398.48
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	541,213.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				3,073,532.92
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				59,718,960.64
Section II - Expenditures Per ADA				2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*				4,446.65
B. Expenditures per ADA (Line I.E divided by Line II.A)				13,430.10
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total			Per ADA
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	51,957,704.52			10,638.24
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00			0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	51,957,704.52			10,638.24
B. Required effort (Line A.2 times 90%)	46,761,934.07			9,574.42

C. Current year expenditures (Line I.E and Line II.B)	59,718,960.64	13,430.10
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)	0.00%	0.00%
*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA is extracted. Manual adjustment may be required to reflect estimated Annual ADA.		

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

First Interim
2022-23 Projected Year Totals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01I GENERAL FUND								
Expenditure Detail	0.00	(2,016,260.56)	0.00	(75,000.00)				
Other Sources/Uses Detail					0.00	1,595,398.48		
Fund Reconciliation								
08I STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09I CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,996,760.56	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10I SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11I ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12I CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	11,348.72	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13I CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	2,000.00	0.00	63,651.28	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14I DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,595,398.48	0.00		
Fund Reconciliation								
15I PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17I SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18I SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19I FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20I SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21I BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,600,000.00	0.00		
Fund Reconciliation								
25I CAPITAL FACILITIES FUND								
Expenditure Detail	17,500.00	0.00						
Other Sources/Uses Detail					0.00	1,600,000.00		
Fund Reconciliation								
30I STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35I COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40I SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49I CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51I BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52I DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53I TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56I DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57I FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61I CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62I CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63I OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66I WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67I SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71I RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73I FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76I WARRANT/PASS-THROUGH FUND								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95I STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	2,016,260.56	(2,016,260.56)	75,000.00	(75,000.00)	3,195,398.48	3,195,398.48		

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

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

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

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

District's ADA Standard Percentage Range:

1A. Calculating the District's ADA Variances

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

Estimated Funded ADA

Fiscal Year		Budget Adoption	First Interim	Percent Change	Status
		Budget (Form 01CS, Item 1A)	Projected Year Totals (Form AI, Lines A4 and C4)		
Current Year (2022-23)	District Regular	3,954.33	4,010.97		
	Charter School	0.00	736.75		
	Total ADA	3,954.33	4,747.72	20.1%	Not Met
1st Subsequent Year (2023-24)	District Regular	3,879.19	3,879.19		
	Charter School	736.75	736.75		
	Total ADA	4,615.94	4,615.94	0.0%	Met
2nd Subsequent Year (2024-25)	District Regular	3,728.37	3,728.37		
	Charter School	736.75	736.75		
	Total ADA	4,465.12	4,465.12	0.0%	Met

1B. Comparison of District ADA to the Standard

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

- 1a. STANDARD NOT MET - The projected change since budget adoption for funded ADA exceeds two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The district has experienced a slight increase in enrollment due to all schools sites returning to campus post pandemic. For the charter school ADA being reported, the information is not being populated automatically in the SACS software.

2. **CRITERION: Enrollment**

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

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

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2022-23)				
District Regular	3,906.00	3,950.00		
Charter School	762.00	767.00		
Total Enrollment	4,668.00	4,717.00	1.0%	Met
1st Subsequent Year (2023-24)				
District Regular	3,816.00	3,880.00		
Charter School	762.00	767.00		
Total Enrollment	4,578.00	4,647.00	1.5%	Met
2nd Subsequent Year (2024-25)				
District Regular	3,726.00	3,800.00		
Charter School	762.00	767.00		
Total Enrollment	4,488.00	4,567.00	1.8%	Met

2B. Comparison of District Enrollment to the Standard

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

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

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

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

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

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

Fiscal Year	P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
	Unaudited Actuals (Form A, Lines A4 and C4)	CBEDS Actual (Form 01CS, Item 2A)	
Third Prior Year (2019-20)			
District Regular	4,105	5,082	
Charter School	749	780	
Total ADA/Enrollment	4,854	5,862	82.8%
Second Prior Year (2020-21)			
District Regular	4,112	4,842	
Charter School		871	
Total ADA/Enrollment	4,112	5,713	72.0%
First Prior Year (2021-22)			
District Regular	3,590	3,994	
Charter School	762	762	
Total ADA/Enrollment	4,352	4,756	91.5%
Historical Average Ratio:			82.1%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			82.6%

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

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

Fiscal Year	Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
	(Form AI, Lines A4 and C4)	CBEDS/Projected (Criterion 2, Item 2A)		
Current Year (2022-23)				
District Regular	3,710	3,950		
Charter School	690	767		
Total ADA/Enrollment	4,400	4,717	93.3%	Not Met
1st Subsequent Year (2023-24)				
District Regular	3,660	3,880		
Charter School	767	767		
Total ADA/Enrollment	4,427	4,647	95.3%	Not Met
2nd Subsequent Year (2024-25)				
District Regular	3,559	3,800		
Charter School	767	767		
Total ADA/Enrollment	4,326	4,567	94.7%	Not Met

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

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

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

Explanation:
(required if NOT met)

With the combination of a slight enrollment increase and the ability to use a three year rolling average for calculating ADA projections, the district is currently exceeding the historical average ratio.

4. CRITERION: LCFF Revenue

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

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

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

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

Fiscal Year	LCFF Revenue			
	(Fund 01, Objects 8011, 8012, 8020-8089)			
	Budget Adoption (Form 01CS, Item 4B)	First Interim Projected Year Totals	Percent Change	Status
Current Year (2022-23)	44,077,428.00	45,730,012.00	3.7%	Not Met
1st Subsequent Year (2023-24)	44,627,362.09	47,464,006.00	6.4%	Not Met
2nd Subsequent Year (2024-25)	44,745,659.97	45,973,247.00	2.7%	Not Met

4B. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD NOT MET - Projected LCFF revenue has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

Changes included increase in base grant, COLA, increase in unduplicated pupil counts and the ability to use the three year rolling average.

5. CRITERION: Salaries and Benefits

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

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

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

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000- 3999)	Total Expenditures (Form 01, Objects 1000- 7499)	
	Third Prior Year (2019-20)	29,545,041.89	
Second Prior Year (2020-21)	30,098,120.98	31,367,302.63	96.0%
First Prior Year (2021-22)	31,116,380.85	35,319,798.03	88.1%
	Historical Average Ratio:		91.7%

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3%	3%	3%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	88.7% to 94.7%	88.7% to 94.7%	88.7% to 94.7%

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

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

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000- 3999)	Total Expenditures (Form 011, Objects 1000- 7499)		
	Current Year (2022-23)	31,049,372.45		
1st Subsequent Year (2023-24)	31,712,269.29	35,946,762.01	88.2%	Not Met
2nd Subsequent Year (2024-25)	32,220,797.83	36,655,786.04	87.9%	Not Met

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

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

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

Explanation:
(required if NOT met)

The district is in the process of settling negotiations for the budget year, which will impact the amount of salary and benefits, and will narrow the ratio.

6. CRITERION: Other Revenues and Expenditures

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

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

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

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for the Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column. Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption	First Interim	Percent Change	Change Is Outside Explanation Range
	Budget (Form 01CS, Item 6B)	Projected Year Totals (Fund 01) (Form MYPI)		
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2022-23)	3,210,929.10	4,725,827.86	47.2%	Yes
1st Subsequent Year (2023-24)	5,884,803.40	6,011,769.86	2.2%	No
2nd Subsequent Year (2024-25)	1,963,523.75	2,632,042.51	34.0%	Yes

Explanation:
(required if Yes)

The fluctuations in federal revenue are due to COVID relief funds, some which are due to expire in 2024.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2022-23)	5,012,067.17	11,756,768.43	134.6%	Yes
1st Subsequent Year (2023-24)	3,860,135.73	7,878,042.04	104.1%	Yes
2nd Subsequent Year (2024-25)	4,386,385.08	7,496,881.21	70.9%	Yes

Explanation:
(required if Yes)

The district received several state block grants since budget adoption which include the Art, music, Instructional Materials and Learning Recovery Emergency Block Grants.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2022-23)	5,250,119.83	4,349,089.34	-17.2%	Yes
1st Subsequent Year (2023-24)	5,220,519.73	4,015,424.39	-23.1%	Yes
2nd Subsequent Year (2024-25)	5,223,119.73	4,116,829.64	-21.2%	Yes

Explanation:
(required if Yes)

Adjustments in local donation accounts, special education funding and decrease in one time technology grant account for adjustments in object codes 8600-8799.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2022-23)	2,861,968.78	3,489,401.53	21.9%	Yes
1st Subsequent Year (2023-24)	3,005,129.83	3,160,198.62	5.2%	Yes
2nd Subsequent Year (2024-25)	3,926,021.72	3,163,991.09	-19.4%	Yes

Explanation:
(required if Yes)

Increases in block grant funding and COVID funding spend downs as some funding sets to expire in this fiscal year.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2022-23)	3,737,546.25	5,069,547.86	35.6%	Yes
1st Subsequent Year (2023-24)	3,517,961.68	4,617,039.57	31.2%	Yes
2nd Subsequent Year (2024-25)	3,466,768.94	4,607,783.62	32.9%	Yes

Explanation:
(required if Yes)

Increases in block grant funding and COVID funding spend downs as some funding sets to expire in this fiscal year.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption	First Interim	Percent Change	Status
	Budget	Projected Year Totals		
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2022-23)	13,473,116.10	20,831,685.63	54.6%	Not Met
1st Subsequent Year (2023-24)	14,965,458.86	17,905,236.29	19.6%	Not Met
2nd Subsequent Year (2024-25)	11,573,028.56	14,245,753.36	23.1%	Not Met

Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2022-23)	6,599,515.03	8,558,949.39	29.7%	Not Met
1st Subsequent Year (2023-24)	6,523,091.51	7,777,238.19	19.2%	Not Met
2nd Subsequent Year (2024-25)	7,392,790.66	7,771,774.71	5.1%	Not Met

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

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

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

<p>Explanation: Federal Revenue (linked from 6A if NOT met)</p>	<p>The fluctuations in federal revenue are due to COVID relief funds, some which are due to expire in 2024.</p>
<p>Explanation: Other State Revenue (linked from 6A if NOT met)</p>	<p>The district received several state block grants since budget adoption which include the Art, music, Instructional Materials and Learning Recovery Emergency Block Grants.</p>
<p>Explanation: Other Local Revenue (linked from 6A if NOT met)</p>	<p>Adjustments in local donation accounts, special education funding and decrease in one time technology grant account for adjustments in object codes 8600-8799.</p>

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

<p>Explanation: Books and Supplies (linked from 6A if NOT met)</p>	<p>Increases in block grant funding and COVID funding spend downs as some funding sets to expire in this fiscal year.</p>
<p>Explanation: Services and Other Exps (linked from 6A if NOT met)</p>	<p>Increases in block grant funding and COVID funding spend downs as some funding sets to expire in this fiscal year.</p>

7. CRITERION: Facilities Maintenance

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

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

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statutes exclude the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

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

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	1,578,923.33	1,700,000.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7)		1,700,000.00	

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

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

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

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Available Reserve Percentages (Criterion 10C, Line 9)	3.1%	3.1%	3.2%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	1.0%	1.0%	1.1%

8B. Calculating the District's Deficit Spending Percentages

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

Fiscal Year	Projected Year Totals			Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000- 7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2022-23)	1,944,043.20	36,453,406.34	N/A	Met
1st Subsequent Year (2023-24)	2,393,553.76	36,946,762.01	N/A	Met
2nd Subsequent Year (2024-25)	1,673,779.10	37,655,786.04	N/A	Met

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

9. CRITERION: Fund and Cash Balances

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

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

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

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals		Status
	(Form 011, Line F2) (Form MYPI, Line D2)		
Current Year (2022-23)	25,549,870.42		Met
1st Subsequent Year (2023-24)	23,861,915.09		Met
2nd Subsequent Year (2024-25)	21,502,020.58		Met

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

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

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

Explanation:
(required if NOT met)

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

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

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

Fiscal Year	Ending Cash Balance General Fund		Status
	(Form CASH, Line F, June Column)		
Current Year (2022-23)	24,566,334.00		Met

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

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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

Percentage Level		District ADA
5% or \$75,000 (greater of)	0	to 300
4% or \$75,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

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

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

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

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4, Subsequent Years, Form MYPI, Line F2, if available.)	4,399.68	4,396.65	4,295.97
District's Reserve Standard Percentage Level:	3%	3%	3%

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

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

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

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

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

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	57,079,380.29	58,790,282.38	55,793,297.83
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	57,079,380.29	58,790,282.38	55,793,297.83
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,712,381.41	1,763,708.47	1,673,798.93

6. Reserve Standard - by Amount
(\$75,000 for districts with less than 1,001 ADA, else 0)

7. **District's Reserve Standard**
(Greater of Line B5 or Line B6)

0.00	0.00	0.00
1,712,381.41	1,763,708.47	1,673,798.93

10C. Calculating the District's Available Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year	1st Subsequent Year	2nd Subsequent Year
	Projected Year Totals (2022-23)	(2023-24)	(2024-25)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,771,677.00	1,840,546.00	1,770,796.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. District's Available Reserve Amount (Lines C1 thru C7)	1,771,677.00	1,840,546.00	1,770,796.00
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.10%	3.13%	3.17%
District's Reserve Standard (Section 10B, Line 7):	1,712,381.41	1,763,708.47	1,673,798.93
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

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

Litigation associated with our special education program. The impact is unknown at this time.

S2. Use of One-time Revenues for Ongoing Expenditures

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

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

S3. Temporary Interfund Borrowings

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

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

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

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

S5. Contributions

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

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

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

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

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

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

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2022-23)	(6,178,378.02)	(6,431,758.86)	4.1%	253,380.84	Met
1st Subsequent Year (2023-24)	(6,585,936.13)	(6,672,890.24)	1.3%	86,954.11	Met
2nd Subsequent Year (2024-25)	(7,469,349.84)	(6,814,762.70)	-8.8%	(654,587.14)	Not Met
1b. Transfers In, General Fund *					
Current Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2022-23)	1,647,320.78	1,595,398.48	-3.2%	(51,922.30)	Met
1st Subsequent Year (2023-24)	1,569,659.00	1,372,582.34	-12.6%	(197,076.66)	Not Met
2nd Subsequent Year (2024-25)	1,568,588.26	1,410,228.07	-10.1%	(158,360.19)	Not Met

1d. Capital Project Cost Overruns

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

No

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

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

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

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

Adjustment due to deferred maintenance transfer.

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

--

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

Project Information:
(required if YES)

Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2021-22)?	No	No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

No

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

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

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

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

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

1 a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes

b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?

No

c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

2 OPEB Liabilities	Budget Adoption	
	(Form 01CS, Item S7A)	First Interim
a. Total OPEB liability	9,569,534.00	9,833,365.00
b. OPEB plan(s) fiduciary net position (if applicable)	6,757,730.00	5,899,103.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	2,811,804.00	3,934,262.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial	Actuarial
Jun 30, 2021	Jun 30, 2022

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.

3 OPEB Contributions	Budget Adoption	
	(Form 01CS, Item S7A)	First Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2022-23)	0.00	1,300,000.00
1st Subsequent Year (2023-24)	0.00	1,300,000.00
2nd Subsequent Year (2024-25)	0.00	1,300,000.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2022-23)	2,225,846.20	2,091,995.32
1st Subsequent Year (2023-24)	1,442,548.00	1,955,617.53
2nd Subsequent Year (2024-25)	1,447,476.00	1,964,890.10

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2022-23)	868,277.00	978,360.00
1st Subsequent Year (2023-24)	1,032,367.00	1,021,881.00
2nd Subsequent Year (2024-25)	1,032,367.00	990,085.00

d. Number of retirees receiving OPEB benefits

Current Year (2022-23)	57	56
1st Subsequent Year (2023-24)	54	54
2nd Subsequent Year (2024-25)	51	51

4. Comments:



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

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

- 1 a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)
- b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?
- c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?

No

n/a

n/a

- 2 Self-Insurance Liabilities
- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Accrued liability for self-insurance programs	0.00	0.00
b. Unfunded liability for self-insurance programs	0.00	0.00

- 3 Self-Insurance Contributions
- a. Required contribution (funding) for self-insurance programs
- Current Year (2022-23)
- 1st Subsequent Year (2023-24)
- 2nd Subsequent Year (2024-25)

	Budget Adoption (Form 01CS, Item S7B)	First Interim
Current Year (2022-23)	0.00	0.00
1st Subsequent Year (2023-24)	0.00	0.00
2nd Subsequent Year (2024-25)	0.00	0.00

- b. Amount contributed (funded) for self-insurance programs
- Current Year (2022-23)
- 1st Subsequent Year (2023-24)
- 2nd Subsequent Year (2024-25)

Current Year (2022-23)	0.00	0.00
1st Subsequent Year (2023-24)	0.00	0.00
2nd Subsequent Year (2024-25)	0.00	0.00

- 4 Comments:

S8. Status of Labor Agreements

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

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

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

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

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

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

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption?

No

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

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full-time-equivalent (FTE) positions	193.2	193.4	191.2	188.2

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

No

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

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

If No, complete questions 6 and 7.

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

Yes

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

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

[]

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

[]

If Yes, date of Superintendent and CBO certification:

[]

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

n/a

If Yes, date of budget revision board adoption:

[]

4. Period covered by the agreement:

Begin Date: []

End Date: []

5. Salary settlement:

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
--	---------------------------	----------------------------------	----------------------------------

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

No	No	No
----	----	----

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--	--	--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

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

--	--	--

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

[]

Negotiations Not Settled

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

191,047

7. Amount included for any tentative salary schedule increases

Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
0	0	0

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

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

Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
No	No	No
2,180,918	2,180,918	2,180,918

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

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

No		
----	--	--

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

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

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

Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes
272,665	273,479	273,100
2.5%	2.5%	2.5%

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

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

Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes
Yes	Yes	Yes

Certificated (Non-management) - Other

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

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

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

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

No

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified (non-management) FTE positions	151.2	159.6	159.6	159.6

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

No

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

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

If No, complete questions 6 and 7.

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

Yes

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

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

--

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

--

If Yes, date of Superintendent and CBO certification:

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

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
---------------------------	----------------------------------	----------------------------------

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

No		
----	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

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

--	--	--

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

--

Negotiations Not Settled

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

88,544

Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
---------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

0	0	0
---	---	---

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Classified (Non-management) Health and Welfare (H&W) Benefits			
1. Are costs of H&W benefit changes included in the interim and MYPs?	No	No	No
2. Total cost of H&W benefits	1,003,906	1,003,906	1,003,906
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption			
Are any new costs negotiated since budget adoption for prior year settlements included in the interim?	No		
If Yes, amount of new costs included in the interim and MYPs			
If Yes, explain the nature of the new costs:			

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Classified (Non-management) Step and Column Adjustments			
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	100,209	85,333	66,048
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Classified (Non-management) Attrition (layoffs and retirements)			
1. Are savings from attrition included in the interim and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

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

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

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

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

Were all managerial/confidential labor negotiations settled as of budget adoption?

No

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	34.4	34.2	35.0	35.0

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

No

If Yes, complete question 2.

If No, complete questions 3 and 4.

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

No

If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

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

Total cost of salary settlement

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

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

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

42,533

4. Amount included for any tentative salary schedule increases

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the interim and MYPs?

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

4. Percent projected change in H&W cost over prior year

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	587,238	587,238	587,238
Percent of H&W cost paid by employer			
Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential

Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?

2. Cost of step & column adjustments

3. Percent change in step and column over prior year

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Are step & column adjustments included in the interim and MYPs?	Yes	Yes	
Cost of step & column adjustments	41,054	19,341	15,708
Percent change in step and column over prior year			

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

1. Are costs of other benefits included in the interim and MYPs?

2. Total cost of other benefits

3. Percent change in cost of other benefits over prior year

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Are costs of other benefits included in the interim and MYPs?	Yes	Yes	Yes
Total cost of other benefits	38,004	38,004	38,004
Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

S9.

Status of Other Funds

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

S9A. Identification of Other Funds with Negative Ending Fund Balances

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

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

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

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

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- | | |
|---|----------------------------------|
| A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No) | <input type="text" value="No"/> |
| A2. Is the system of personnel position control independent from the payroll system? | <input type="text" value="No"/> |
| A3. Is enrollment decreasing in both the prior and current fiscal years? | <input type="text" value="Yes"/> |
| A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year? | <input type="text" value="No"/> |
| A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | <input type="text" value="No"/> |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | <input type="text" value="No"/> |
| A7. Is the district's financial system independent of the county office system? | <input type="text" value="No"/> |
| A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.) | <input type="text" value="No"/> |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | <input type="text" value="Yes"/> |

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

Change in the Chief Business Official position.

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: December 14, 2022 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Mary Andrade Telephone: 805-938-8917
Title: Director of Fiscal Services E-mail: mandrade@orcutt-schools.net

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?		X
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	

First Interim
DISTRICT CERTIFICATION OF INTERIM REPORT
For the Fiscal Year 2022-23

S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2021-22) annual payment?	X	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since budget adoption in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		X
		• Certificated? (Section S8A, Line 1b)		X
		• Classified? (Section S8B, Line 1b)		X
S8	Labor Agreement Budget Revisions	For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
		• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 1,561,623.18
2. Contracted general administrative positions not paid through payroll _____
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit. _____

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 46,124,577.61

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.39%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. _____

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. _____

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 2,614,267.70
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	33,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	156,445.44
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	2,803,713.14
9. Carry-Forward Adjustment (Part IV, Line F)	72,867.17
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,876,580.31
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	39,736,124.61
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	8,323,483.45
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	5,074,215.30
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	400,749.61
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	37,560.20
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	513,533.73
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	102,966.73
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	4,458,464.34
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	274,822.77
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,501,296.75
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	60,423,217.49
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment (For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	4.64%
D. Preliminary Proposed Indirect Cost Rate (For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic) (Line A10 divided by Line B19)	4.76%
Part IV - Carry-forward Adjustment	
The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect	

cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	2,803,713.14
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	181,553.11
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.82%) times Part III, Line B19); zero if negative	72,867.17
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.82%) times Part III, Line B19) or (the highest rate used to recover costs from any program (4.82%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	72,867.17
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	72,867.17

Approved indirect cost rate: 4.82%
 Highest rate used in any program: 4.82%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	953,331.05	44,140.15	4.63%
01	3010	463,187.70	22,326.00	4.82%
01	3212	874,899.21	42,170.14	4.82%
01	3213	89,986.44	435.56	0.48%
01	4035	82,173.00	3,960.00	4.82%
01	4203	68,803.48	3,316.33	4.82%
01	6010	182,323.96	8,441.21	4.63%
01	7422	213,174.65	10,275.02	4.82%
12	6105	235,450.69	11,348.72	4.82%
13	5310	1,326,296.75	63,651.28	4.80%

**2022-23 First Interim
Balances in Excess of Minimum Reserve Requirements**

District: Orcutt Union School District
CDS #: 4269260

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances		2022-23 1st Interim
Form	Fund	
01	General Fund/County School Service Fund	\$ 15,862,871
01	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 15,862,871
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,771,677
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 14,091,194

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties		2022-23 1st Interim	Enter descriptions of need. Replace sample descriptions below:
Form	Fund		
01	General Fund/County School Service Fund	1,000,000	<i>Technology Update</i>
01	General Fund/County School Service Fund	1,000,000	<i>Textbook Adoption</i>
01	General Fund/County School Service Fund	7,985,258	<i>Reserve for Declining Enrollment</i>
01	General Fund/County School Service Fund	45,500	<i>Stores/Revolving Cash</i>
01	General Fund/County School Service Fund	50,000	<i>Compensated Absences</i>
01	General Fund/County School Service Fund	1,500,000	<i>TK Expansion Planning</i>
01	General Fund/County School Service Fund	2,000,000	<i>Strategic Planning</i>
01	General Fund/County School Service Fund	100,000	<i>CTE Match Requirement</i>
01	General Fund/County School Service Fund	200,000	<i>Site Donation Accounts</i>
01	General Fund/County School Service Fund	210,436	<i>Education Protection Account (EPA)</i>
Total of Substantiated Needs		\$ 14,091,194	

Remaining Unsubstantiated Balance \$ -

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.



2022-23

Balances in Excess of Minimum Reserve Requirements

District: Orcutt Union School District
 CDS #: 4269260

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances		
Form	Fund	2023-24 Budget Adoption
01	General Fund/County School Service Fund	\$ 18,256,425
17	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 18,256,425
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,840,546
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 16,415,879

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2023-24 Budget Adoption	Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	1,000,000	Technology Update
01	General Fund/County School Service Fund	1,000,000	Textbook Adoption
01	General Fund/County School Service Fund	10,520,379	Reserve for Declining Enrollment
01	General Fund/County School Service Fund	45,500	Stores/Revolving Cash
01	General Fund/County School Service Fund	50,000	Compensated Absences
01	General Fund/County School Service Fund	1,500,000	TK Expansion Planning
01	General Fund/County School Service Fund	2,000,000	Strategic Planning
01	General Fund/County School Service Fund	100,000	CTE Match Requirement
01	General Fund/County School Service Fund	200,000	Site Donation Accounts
01	General Fund/County School Service Fund	-	
Total of Substantiated Needs		\$ 16,415,879	

Remaining Unsubstantiated Balance \$ (0)

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.



2022-23 First Interim
Balances in Excess of Minimum Reserve Requirements

District: Orcutt Union School District
CDS #: 4269260

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances		
Form	Fund	2024-25 Budget Adoption
01	General Fund/County School Service Fund	\$ 19,930,204
17	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 19,930,204
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,770,796
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 18,159,408

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2024-25 Budget Adoption	Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	1,000,000	Technology Update
01	General Fund/County School Service Fund	1,000,000	Textbook Adoption
01	General Fund/County School Service Fund	12,263,908	Reserve for Cashflow/COVID Crisis
01	General Fund/County School Service Fund	45,500	Stores/Revolving Cash
01	General Fund/County School Service Fund	50,000	Compensated Absences
01	General Fund/County School Service Fund	1,500,000	TK Expansion Planning
01	General Fund/County School Service Fund	2,000,000	Strategic Planning
01	General Fund/County School Service Fund	100,000	CTE Match Requirement
01	General Fund/County School Service Fund	200,000	Site Donation Accounts
Total of Substantiated Needs		\$ 18,159,408	

Remaining Unsubstantiated Balance \$ (0)

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.



First Interim
Actuals to Date 2022-23
Technical Review Checks
Phase - All
Display - All Technical Checks

Santa Barbara County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (Fatal) - All FUND codes must be valid. **Passed**

CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

CHECKGOAL - (Fatal) - All GOAL codes must be valid. **Passed**

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid. **Passed**

CHECKOBJECT - (Fatal) - All OBJECT codes must be valid. **Passed**

CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). Passed

CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. Passed

CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. Passed

CHK-GOALxFUNCTION-B - (Fatal) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699). Passed

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. Passed

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (Warning) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. Passed

INTERFD-INDIRECT - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. Passed

INTERFD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. Passed

INTERFD-IN-OUT - (Warning) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). Passed

LCFF-TRANSFER - (Warning) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. Passed

INTRAFD-DIR-COST - (Warning) - Transfers of Direct Costs (Object 5710) must net to zero by fund. Passed

INTRAFD-INDIRECT - (Warning) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. Passed

INTRAFD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs (Object 7310) must net to zero by function. Passed

CONTRIB-UNREST-REV - (Warning) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. Passed

CONTRIB-RESTR-REV - (Warning) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. Passed

EPA-CONTRIB - (Warning) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). Passed

LOTTERY-CONTRIB - (Warning) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). Passed

SUPPLEMENTAL CHECKS

EXPORT VALIDATION CHECKS

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved.

Passed

VERSION-CHECK - (Warning) - All versions are current.

Passed

First Interim
Board Approved Operating Budget 2022-23

Technical Review Checks

Phase - All

Display - All Technical Checks

Santa Barbara County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (Fatal) - All FUND codes must be valid. **Passed**

CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

CHECKGOAL - (Fatal) - All GOAL codes must be valid. **Passed**

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid. **Passed**

CHECKOBJECT - (Fatal) - All OBJECT codes must be valid. **Passed**

CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**
Explanation: See attached.

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (Fatal) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699). **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (Warning) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-INDIRECT - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTERFD-IN-OUT - (Warning) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

LCFF-TRANSFER - (Warning) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

INTRAFD-DIR-COST - (Warning) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (Warning) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

CONTRIB-UNREST-REV - (Warning) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

CONTRIB-RESTR-REV - (Warning) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

EPA-CONTRIB - (Warning) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

LOTTERY-CONTRIB - (Warning) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

EXCESS-ASSIGN-REU - (Warning) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

EFB-POSITIVE - (Warning) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. **Exception**

FUND	RESOURCE	NEG. EFB
21	9010	(\$7,099,976.43)
Explanation: See attached.		
Total of negative resource balances for Fund 21		(\$7,099,976.43)

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
21	9010	9790	(\$7,099,976.43)
Explanation: See attached.			

REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

CEFB-POSITIVE - (Warning) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

SUPPLEMENTAL CHECKS

EXPORT VALIDATION CHECKS

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

VERSION-CHECK - (Warning) - All versions are current. **Passed**

First Interim
Original Budget 2022-23
Technical Review Checks
Phase - All
Display - All Technical Checks

Santa Barbara County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (Fatal) - All FUND codes must be valid. **Passed**

CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

CHECKGOAL - (Fatal) - All GOAL codes must be valid. **Passed**

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid. **Passed**

CHECKOBJECT - (Fatal) - All OBJECT codes must be valid. **Passed**

CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

Explanation: See Attached

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (Fatal) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699). **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (Warning) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-INDIRECT - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTERFD-IN-OUT - (Warning) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

LCFF-TRANSFER - (Warning) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

INTRAFD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

EPA-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

LOTTERY-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

EFB-POSITIVE - (Warning) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. **Exception**

FUND	RESOURCE	NEG. EFB
21	9010	(\$7,099,976.43)
Explanation: See Attached		
Total of negative resource balances for Fund 21		(\$7,099,976.43)

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
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Explanation: See Attached			

REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

SUPPLEMENTAL CHECKS

EXPORT VALIDATION CHECKS

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

VERSION-CHECK - (Warning) - All versions are current. **Passed**

First Interim
Projected Totals 2022-23
Technical Review Checks
Phase - All
Display - All Technical Checks

Santa Barbara County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal** (Data must be corrected; an explanation is not allowed)
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- O - Informational** (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

- CHECKFUND - (Fatal)** - All FUND codes must be valid. **Passed**
- CHECKRESOURCE - (Warning)** - All RESOURCE codes must be valid. **Passed**
- CHK-RS-LOCAL-DEFINED - (Fatal)** - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**
- CHECKGOAL - (Fatal)** - All GOAL codes must be valid. **Passed**
- CHECKFUNCTION - (Fatal)** - All FUNCTION codes must be valid. **Passed**
- CHECKOBJECT - (Fatal)** - All OBJECT codes must be valid. **Passed**
- CHK-FUNDxOBJECT - (Fatal)** - All FUND and OBJECT account code combinations must be valid. **Passed**
- CHK-FDXRS7690xOB8590 - (Fatal)** - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**
- CHK-FUNDxRESOURCE - (Warning)** - All FUND and RESOURCE account code combinations should be valid. **Passed**
- CHK-FUNDxGOAL - (Warning)** - All FUND and GOAL account code combinations should be valid. **Passed**
- CHK-FUNDxFUNCTION-A - (Warning)** - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**
- CHK-FUNDxFUNCTION-B - (Fatal)** - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**
- CHK-RESOURCExOBJECTA - (Warning)** - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**
- CHK-RESOURCExOBJECTB - (Informational)** - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**
Explanation: See attached.

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (Fatal) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699). **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (Warning) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-INDIRECT - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Warning) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTERFD-IN-OUT - (Warning) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

LCFF-TRANSFER - (Warning) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

INTRAFD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

EPA-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

LOTTERY-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

EFB-POSITIVE - (Warning) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. NOTE: Negative ending balances in Fund 01 restricted resources will be offset against available reserves calculated in Form 01CSI and Form MYPI, which can negatively affect the criteria and standards. **Exception**

FUND	RESOURCE	NEG. EFB
67	0000	(\$50,499.52)
Explanation: The Fair Market Value Adjustment was posted to the restricted resource in Fund 67. Adjustment will be made during second interim.		
Total of negative resource balances for Fund 67		(\$50,499.52)

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
67	0000	9790	(\$50,499.52)
Explanation: The Fair Market Value Adjustment was posted to the restricted resource in Fund 67. Adjustment will be made during second interim.			

REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

SUPPLEMENTAL CHECKS

CS-EXPLANATIONS - (Fatal) - Explanations must be provided in the Criteria and Standards Review (Form 01CSI) for all criteria and for supplemental information items S1 through S6 where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (Fatal) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CSI) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

FORM01-PROVIDE - (Fatal) - Form 01 (Form 01I) must be opened and saved.	<u>Passed</u>
INTERIM-CERT-PROVIDE - (Fatal) - Interim Certification (Form CI) must be provided.	<u>Passed</u>
ADA-PROVIDE - (Fatal) - Average Daily Attendance data (Form AI) must be provided.	<u>Passed</u>
CS-PROVIDE - (Fatal) - The Criteria and Standards Review (Form 01CSI) has been provided.	<u>Passed</u>
CASHFLOW-PROVIDE - (Warning) - A Cashflow Worksheet (Form CASH) must be provided with your Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.)	<u>Passed</u>
MYP-PROVIDE - (Warning) - A Multiyear Projection Worksheet must be provided with your Interim. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)	<u>Passed</u>
MYPIO-PROVIDE - (Warning) - A multiyear projection worksheet must be provided with your interim report for any fund projecting a negative balance at the end of the current fiscal year. (Note: LEAs may use a multiyear projection worksheet other than Form MYPIO, with approval of their reviewing agency.)	<u>Passed</u>
CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	<u>Passed</u>
CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	<u>Passed</u>
CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved.	<u>Passed</u>
VERSION-CHECK - (Warning) - All versions are current.	<u>Passed</u>



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight,
Director Fiscal Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Resolution No. 9, To Commit and Uncommit the General Fund Balance

BACKGROUND: Board Policy 3100 allows the Board of Trustees to classify funds balances within five categories: 1.) Nonspendable, 2.) Restricted, 3.) Committed, 4.) Assigned, and 5.) Unassigned. The committed fund balance classification includes amounts that can be used only for the specific purposes determined by the Board of Trustees. The committed fund balance cannot be used for any other purpose unless the Board of Trustees removes or changes the specified use by taking the same type of action (for example, resolution) it employed to previously commit those amounts. The attached Resolution recommends \$13,695,694 be designated as committed funds in the 2022-2023 General Fund ending balance and at the same time uncommits all previous committed funds from budget adoption.

RECOMMENDATION: Staff recommends that the Board of Trustees approves Resolution No. 9, Commitment of the General Fund Balance as presented.

FUNDING: N/A

ORCUTT UNION SCHOOL DISTRICT

Resolution No. 9

IN THE MATTER OF: COMMIT/UNCOMMIT GENERAL FUND BALANCE, 2022-23 FIRST INTERIM BUDGET

The following RESOLUTION was duly passed by the Board of Trustees of the Orcutt Union School District, at a regular meeting held on the 14th of December 2022, by the following roll call vote:

Shaun Henderson	_____
Lisa Morinini	_____
Liz Phillips	_____
Mark Steller	_____
Melanie Waffle	_____

Signed and approved by me after its passage:

Shaun Henderson, President

Attest:

Lisa Morinini, Clerk

WHEREAS, school district governing boards are responsible for maintaining the fiscal solvency of the schools they govern;

WHEREAS, the Governing Board of the Orcutt Union School District has adopted budget criteria and standards as outlined in Board Policy 3100;

WHEREAS, the Governing Board of the Orcutt Union School District wishes to establish a committed fund balance in the general fund in conformance with the standards and criteria established by the state board of education pursuant to Education Code section 33127;

WHEREAS, the California Department of Education urges school districts to commit to maintaining a prudent level of financial resources to protect against the need to reduce services because of temporary revenue shortfalls or unpredicted expenditures;

WHEREAS, the California Department of Education and the Government Finance Officers Association recommend that school districts maintain committed, assigned, and unassigned reserves of at least two months of operating expenditures or approximately 17 percent reserve to mitigate revenue shortfalls and unanticipated expenditures;

WHEREAS, the Governing Board of the Orcutt Union School District wishes to commit funds in the general fund for emergency facility repairs, major textbook adoptions, unexpected costs, management of cash flow, mitigation of volatility in funding or expenditures, unexpected costs for special education students with highly specialized needs, a natural disaster that reduces student attendance and associated state funding, deferred maintenance, or a lawsuit that results in a costly judgment or settlement against the district;

WHEREAS, maintaining positive cash flow will diminish the need for borrowing and its associated costs;

WHEREAS, California's tax system relies heavily on income taxes paid by individuals and businesses, which are volatile revenue sources;

WHEREAS, certain district expenditures such as pension costs can be difficult to predict precisely and are anticipated to increase in costs;

WHEREAS, healthy reserves can address these cost increases rather than immediately reducing spending, staffing, and other areas of the budget;

WHEREAS, the district can experience unexpected costs for special education students with highly specialized needs, emergency facility repairs, natural disasters that reduce school attendance, and associated school funding for lawsuits that result in costly settlements or judgments against the district;

WHEREAS, the district is in need of replacing textbooks and related curriculum, computers, school buses and equipment and facility components that have reached the end of their useful lives such as flooring, or heating and cooling systems;

WHEREAS, the district may need to finance the construction of school buildings and other capital projects and cannot rely completely on bond measures or state funding;

WHEREAS, in the event that the school district needs to borrow money, healthy reserves will provide the district with a higher rating from the credit rating agencies and lower interest rates;

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:

- 1) It is hereby determined that the amount of \$13,695,694 is hereby committed from the 2022-2023 General Fund ending balance for the following purposes:
 - i) Technology Update - \$ 1,000,000
 - ii) Textbook Adoption - \$1,000,000
 - iii) Declining Enrollment/Economic Downturn- \$8,195,694
 - iv) TK Expansion Planning - \$1,500,000
 - v) Strategic Plan - \$2,000,000
- 2) The governing board of the school district, reserves the right to modify these committed funds in the future as the need arises through a similar resolution.

WHEREAS, on June 15, 2022, the Governing Board took action to commit a total of \$12,731,035 for Technology Update (\$1,000,000), Textbook Adoption (\$1,000,000), Declining Enrollment/Economic Downturn (\$7,231,035), TK Expansion Planning (\$1,500,000) and Strategic Plan (\$2,000,000);

WHEREAS, all previous amounts committed at Unaudited Actuals are uncommitted and recommitted in the 2022-23 Budget as Reserve for Technology Updates, Textbook Adoption, Declining Enrollment/Economic Downturn, TK Expansion Planning and Strategic Plan.

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS: It is hereby determined that the amount of \$12,731,035 is hereby uncommitted from the 2022-23 General Fund ending balance and committed as noted above in section 1.



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight,
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Resolution No. 10, 2022/23 Delegation of Authority to District Staff

BACKGROUND: In order to proceed with normal District business, the Board must annually delegate which staff members may request expenditures, sign contracts and receive warrants.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Delegation of Authority as submitted.

FUNDING: N/A



AUTHORIZED SIGNATURES
DISTRICT PERSONNEL APPROVED BY THE SUPERINTENDENT
FOR RELEASE OF COMMERCIAL AND PAYROLL WARRANTS

DISTRICT: Orcutt Union School District

Signature <u></u> Typed Name/Title <u>Dr. Holly Edds, Superintendent</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature <u></u> Typed Name/Title <u>Sandra Knight, Assistant Superintendent, Business Services</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature <u></u> Typed Name/Title <u>Mary Andrade, Director Fiscal Services</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature <u></u> Typed Name/Title <u>Zina Chavez, Senior Payroll Technician</u>	<input type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature <u></u> Typed Name/Title <u>Amy Lewton, Payroll Technician</u>	<input type="checkbox"/> Commercial <input checked="" type="checkbox"/> Payroll
Signature <u></u> Typed Name/Title <u>Anna Orca, Senior Accounting Technician</u>	<input checked="" type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature <u></u> Typed Name/Title <u>Brianne Guerrero, Accounting Technician</u>	<input checked="" type="checkbox"/> Commercial <input type="checkbox"/> Payroll

I certify that the names and signatures above are authorized district personnel who may receive warrants on behalf of our district.

Superintendent's Signature: _____ Date: ____/____/____



CHANGES TO AUTHORIZED SIGNATURES
DISTRICT PERSONNEL APPROVED BY THE SUPERINTENDENT
FOR RELEASE OF COMMERCIAL AND PAYROLL WARRANTS

DISTRICT: Orcutt Union School District

ADDITIONS:

Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

DELETIONS:

Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

I certify that the above changes to authorized district personnel who may receive warrants on behalf of our district.

Superintendent's Signature: _____ Date: ____/____/____

Note: Please use this form if there are changes that occur after the organizational meeting in December.



AUTHORIZED SIGNATURES
DISTRICT PERSONNEL APPROVED BY THE BOARD
TO ACT AS DISTRICT AGENTS

DISTRICT: Orcutt Union School District

Signature <u><i>Holly Edds</i></u> Typed Name/Title <u>Dr. Holly Edds, Superintendent</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature <u><i>Sandra Knight</i></u> Typed Name/Title <u>Sandra Knight, Assistant Superintendent, Business Services</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature <u><i>Mary Andrade</i></u> Typed Name/Title <u>Mary Andrade, Director Fiscal Services</u>	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll

I certify that the above individuals are authorized to act as agents of the governing board.

Board President Signature: _____ Date: ____/____/____

REFERENCE:
K-12: EC§42632, 42633, 17604
COMMUNITY COLLEGE: EC§85232, 85233, 85655

Note for Escape Financial System Users: The district must have an active employee with access to Escape in order to authorize accounts payable. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.



CHANGES TO AUTHORIZED SIGNATURES
DISTRICT PERSONNEL APPROVED BY THE BOARD
TO ACT AS DISTRICT AGENTS

DISTRICT: Orcutt Union School District

ADDITIONS:

Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll

DELETIONS:

Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll

I certify that the above changes to authorized individuals to act as agents of the governing board.

Board President's Signature: _____ Date: ____/____/____

Note for Escape Financial System Users: The district must have an active employee with access to Escape in order to authorize accounts payable. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.

REFERENCE:
 K-12: EC\$42632, 42633, 17604
 COMMUNITY COLLEGE: EC\$85232, 85233, 85655

Note: Please use this form if there are changes that occur after the organizational meeting in December.

ATTACHMENT G(1)

**RESOLUTION OF THE GOVERNING BOARD
DELEGATION OF GOVERNING BOARD POWERS DUTIES
AUTHORITY TO MAKE CASH AND BUDGET TRANSFERS**

Whereas, Education Code Section 35161 provides that “The governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board...;” and

Whereas, Education Code Section 35161 further provides that the governing board “...may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated;” and

Whereas, the governing board of the Orcutt Union School District recognizes that, while the authority provided in Education Code Section 35161 authorizes the board to delegate any of its powers and duties, the governing board retains the ultimate responsibility over the performance of those powers and duties; and

Whereas, the governing board further recognizes that where other Education Code provisions authorize a delegation of authority for a specific purpose, but impose restrictions on such delegated authority, these restrictions must be observed;

Now, Therefore, Be It Resolved that, in accordance with the authority provided in Education Code Section 35161, the governing board of the Orcutt Union School District hereby delegates to the following officers or employees of the district, the authority to make cash and budget transfers between and within district funds as necessary for the payment of obligations of the district effective from the date this resolution is passed through the year-end accrual phase without submitting the transfers as part of a specific board resolution.

Mary Andrade	Sandra Knight
Authorized District Employee/Officer	Authorized District Employee/Officer
Authorized District Employee/Officer	Authorized District Employee/Officer

Passed and adopted this 14 day of December, 2022 by the following vote:

- Ayes:**
- Noes:**
- Absent:**
- Abstain:**

Board President’s Signature: _____ Date: ____/____/____

Note for Escape Financial System Users: The district must have an active employee with Escape access authorized to perform cash and budget transfers. This resolution is needed in order to grant activity permissions necessary to authorize certain budget and cash transfers (i.e., interfund cash transfers and deposits) in Escape.

REFERENCE:
K-12: EC§35161



BUSINESS SERVICES MEMORANDUM

TO: Holly Edds, Ed.D

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Accounting of Developer Fees for the 2021-22 Fiscal Year (Annual Report)

BACKGROUND: School districts collecting developer fees are required to make available to the public information on the status of developer fee collections and expenditures and to make periodic findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted, in accordance with Sections 66006(b) and 66001(d) of the Government Code.

Developer fees are to be used for growth related construction, equipment, modernization, and to provide equitable facilities among all Orcutt schools. These funds are audited annually and are part of the annual financial report presented to the Board of Trustees.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the attached Annual Fee Report submitted.

FUNDING: N/A

DEVELOPER FEE REPORT
FISCAL YEAR ENDING JUNE 30, 2022

Background

A school district collecting developer fees is required to make available to the public information on the status of developer fee collections and expenditures and to make periodic findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted, in accordance with Sections 66006(b)(1) and 66001(d)(1) of the Government Code.

The Orcutt Union School District (“District”) has combined its reporting obligation into this single report, presented below.

FISCAL YEAR DEVELOPER FEE REPORT

As required by Government Code section 66006(b), this portion of the report provides the public with the following information for the last fiscal year:

A. A brief description of the type of fee in the account or fund:

The District’s capital facilities account (“Fund 25”) contains fees collected from residential and commercial-industrial development during the 2021-2022 fiscal year as follows:

TABLE 1		
TYPE OF FEE	AMOUNT OF FEE	DATE
Level 1 - Residential	\$2.82 / sq. ft.	Last Collected: June 30,2022
Level 1 – Commercial / Industrial	\$0.46 / sq. ft.	Last Collected: June 30, 2022

B. The amount of the fee:

See Table 1, above. Note: Total fees calculated are \$4.08 / sq. ft. for Residential and \$0.66 / sq. ft. for Commercial/Industrial. Pursuant to the Level I Developer Fee Split Agreement, dated April 20, 2020, the District shares developer fees with Santa Maria Joint Union High School District under which it allocates 69% of each fee type totals to be allocated to the District. The District’s portion (69%) of the Level I fees during the 2020~2021 fiscal year is indicated above.

The beginning and ending balance of the account:

1. The beginning balance on July 1, 2021 was \$1,185,862.76
2. The ending balance on June 30, 2022 was \$1,875,189.69

- C. The amount of the fees collected and the interest earned during the annual reporting period:

TABLE 2		
TYPE OF FEE	AMOUNT COLLECTED	INTEREST EARNED
Level 1 – Residential/Commercial/Industrial	\$748.068.52	\$6.678.49

- D. Identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees, during the reporting period:

TABLE 3		
PROJECT NAME	AMOUNT OF FEES EXPENDED	% OF THE PROJECT FUNDED WITH FEES
1. Advertising	\$162.08	100%
TOTAL	\$162.08	

- E. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete:

The District intends to use the amounts in Fund 25 to fund upcoming: leases, purchases, installation of student housing facilities projects, expansions and improvements to school sites, and administrative costs for implementing these programs.

- F. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan:

No loans or transfers were made.

- G. The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001.

No refunds were made in this fiscal year, and no refunds are required under applicable law. There was a decrease in Fair Market Value due to outside market influences. This entry was in the amount of \$65,258. We are required to make the adjustment by our auditors to reflect the true value of the money held in the fund.

FINANCIAL REPORT

As required by Government Code section 66001(d), this portion of the report makes the proposed five (5)-year findings with respect to remaining developer fees unexpended, whether committed or uncommitted:

A. Identify the purpose to which the fee is to be put:

See Table 4, below.

B. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged:

See Table 4, below.

C. Identify all sources and amounts of funding anticipated to complete financing incomplete improvements identified in paragraph (2) of subdivision (a):

See Table 4, below.

D. Designate the approximate dates on which the funding referred to in subparagraph (c) is expected to be deposited into the appropriate account or fund:

See Table 4, below.

TABLE 4				
PROJECTS	REASONABLE RELATIONSHIP TO FEE	SOURCES OF FUNDING	AMOUNTS OF FUNDING	DATE(S) FUNDS WILL BE DEPOSITED
Construction of Multi-Purpose Room at Orcutt Academy High School Completion Date: 11/2023	To address impacts to facilities from new developments in order to maintain existing level of service.	<ul style="list-style-type: none"> • Developer Fees • Bond Revenue 	\$1,250,000	All funds have been received.

Any member of the public may request detailed information regarding developer fees by contacting the District’s Business Office. Please refer to the District website for additional information on the District’s current Site Assessment & Master Plan, as well as for current Developer Fee information.

E. FINDINGS

The Orcutt Union School District has:

1. Expended developer fees for public improvements solely and exclusively for the purpose or purposes for which the fee was collected.

2. Levied, collected or imposed no fee to be used for general revenue purposes.
3. Deposited developer fees in a separate fund or account (Fund 25) in a manner that has avoided commingling of those fees with other funds.
4. Made available to the public specified information relating to the fee, interest, other income, expenditures, and refunds occurring during the 2020-2021 fiscal year within 180 days of the close of the fiscal year.

END OF REPORT.



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Youth League Facility Use Agreement

BACKGROUND: The Facility Use Agreement for the 22-23 school year between Orcutt Union School District and Orcutt Youth Softball Association is included for your review and approval

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Facility Use Agreement with the Orcutt Youth Softball Association as submitted.

FUNDING: N/A

ORCUTT UNION SCHOOL DISTRICT

Facilities Use Agreement with Orcutt Youth Softball Association

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 YOUTH SOFTBALL ASSOCIATION**, (hereinafter referred to as "Association") a non-profit 501(c)(3) organization, classified as a public charity under sections 509(a)(1) and 170 (b)(1)(A)(vi) of the Internal Revenue Code .
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 shared (during non-school hours) access with Orcutt Academy High School and full use of the softball complex and parking facilities generally described in Exhibit A., at **Lakeview Jr. High School**. The District shall retain full access rights at all times, and Orcutt Academy High School with the Association will strive to work together in creating schedules that are mutually respectful to each group's needs. In the event Association and Orcutt Academy High School cannot agree on a schedule of use, District reserves the right to make a final decision. The District will not permit any use that is incompatible with the Orcutt Academy High School's or Association's use of the complex.
5. The Association hereby agrees to assume full responsibility for maintenance of the grounds and facilities generally described in Exhibit A, including, but not limited to comprehensive maintenance of permanent and temporary structures, including snack shack, restrooms, storage shed, bleachers, and fencing; mowing and watering of all grass areas; trimming and watering of vegetation; control of dust on playing fields and parking area; collection and removal of litter, trash and debris. The Association shall insure that separate utility meters are installed and operational at all times. The District agrees to maintain field 5. Orcutt Academy High School is agreeable to assisting with work parties for the other fields as long as the coaches are notified prior to the work party date. **See Addenda A.**
6. As indicated in Exhibit A, the Association has the use of fields 1-4. Field 5 may be used for games, tournaments, and practices, in conjunction with the use of fields 1-4. The general public may use field five if it is not used by the Orcutt Academy and/or the Association. The District retains the right to utilize all fields and areas during school hours. After hours, Orcutt Academy High School and the Association will share the use of fields for practice and games at times that are mutually designated by both parties, subject to the District's final determination in the event the parties cannot agree on a schedule.
7. OYSA and Orcutt Union School District have agreed to have Righetti High School and St. Joseph High use OYSA fields 1-4. Items number (21) and number (22) have been revised to reflect the additional school sites. The district requires that schedules of practices and games for each group using the fields be submitted to the Business Services office before the beginning of each season.

Seatrains and cement slabs will be allowed on district property and placed in an area agreed and approved by Orcutt Union School District and all parties involved. All cement work and maintenance will be at the cost of the Association.

8. The Association shall assume full responsibility for vehicle control and parking during all hours of their use of the softball complex. This shall include insuring that vehicles do not park or travel in unauthorized areas.
9. 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 property is in use by the Association.
10. The Association shall forward a roster for the Association upon the election of a new board or upon any change in board membership.
11. Dogs (other than 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 property.
12. 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 daylight hours.
13. Lighting fixtures for the softball complex shall not be installed, and games shall not take place after the onset of darkness. Security lights may be installed at the snack bar and garage area.
14. Turf areas shall be watered in compliance with Golden State Water regulations and shall not be watered between 8:00 a.m. and 7:00 p.m. Fields shall not be watered excessively and water conservation shall be maximized.
15. For purposes of conserving water used for turf areas, there shall be the regularly scheduled maintenance of the automatic or manual water system(s), and adherence to the watering schedule which is based on recommendations by the University of California Agriculture Cooperative Extension.
16. Plumbing and irrigation devices shall be low water flow devices with no greater than 3.0 gallon per flush toilets and 2.0 gallon per minute sink faucets.
17. Refuse, and recyclable materials shall be collected in containers with lids. If recyclable materials are used, a recycling program must be developed and approved by the County of Santa Barbara.
18. The Association shall encourage carpooling to games and practices, and shall encourage restriction of parking and loading/unloading to the school property designed for such use. The following is a required procedure:
Before the first practice of each session, Santa Maria-Orcutt area participants shall be provided a form letter which encourages carpooling and discourages off-site parking and loading/unloading. A copy of this letter is attached, marked as Exhibit B.
19. 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.
20. The Association shall secure a written release from each individual, organization, or entity using the softball complex or its facilities under its auspices whereby such individual, organization or entity acknowledges that the District shall be held harmless from any and all liability for any accident or injury which may occur during such use of the softball complex or its facilities.

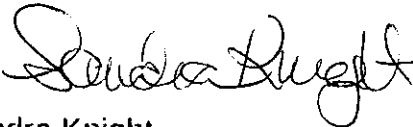
21. The Association and all other schools that use the field under the Associations agreement hereby agree, as a condition of this Agreement, to provide written evidence naming the Orcutt Union School District as additional insured to the District of current personal and property liability insurance in an amount not less than two million dollars (\$2,000,000), and the Association further agrees to maintain such valid liability insurance for the term of this Agreement and any extension of renewal thereof.
22. The Association and all other schools that use the field under the Associations agreement agree 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 generally described in Exhibit A or otherwise arising from or related to Association's performance under this Agreement.
23. This Agreement may be terminated with or without cause by either party upon sixty (60) days written notice, which shall explain the reasons for such termination. Notwithstanding the preceding, 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.
24. 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.
25. Nothing in this Agreement is intended or shall be deemed to constitute a partnership or joint venture between the District and the Association.
26. The failure of 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.
27. The indemnification obligations hereunder shall survive termination or expiration of this Agreement.
28. 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.
29. This Agreement and the Exhibits attached hereto constitute the entire Agreement between the parties relating to the use of these facilities and superseded any previous oral or written agreement which may have existed between the parties. Should any portion of this Agreement be deemed unenforceable or otherwise illegal, the remaining sections of this Agreement shall remain in force for the duration of the Agreement. This Agreement may be amended only upon further written agreement by both parties.

ADDENDA A

The District agrees to pay \$255.00 per month towards the water bill as compensation for the use of field 2 by the Orcutt Academy High School for their softball games. The Association will control the watering and maintenance of field 2 and it will be maintained in the same condition as the other fields.

EXECUTED this 14th. day of December 2022 at Orcutt, California, by:

ORCUTT UNION SCHOOL DISTRICT

by: 

Sandra Knight.
Name

Assistant Superintendent Business Services
Title

Date

ORCUTT YOUTH SOFTBALL ASSOCIATION

by: 
Kiana Aguilera

Name

President

Title

11-21-2022

Date

95-3580734

EIN # for Proof of Non-Profit Status

Exhibit B

Date

Dear Softball Youth Parents:

The Orcutt School District has renewed the Use Agreement for the usage of the Softball Complex at Lakeview Jr. High. As a condition of the Agreement, the League is asking for your cooperation in reducing traffic in and out of the softball fields. We strongly urge you to:

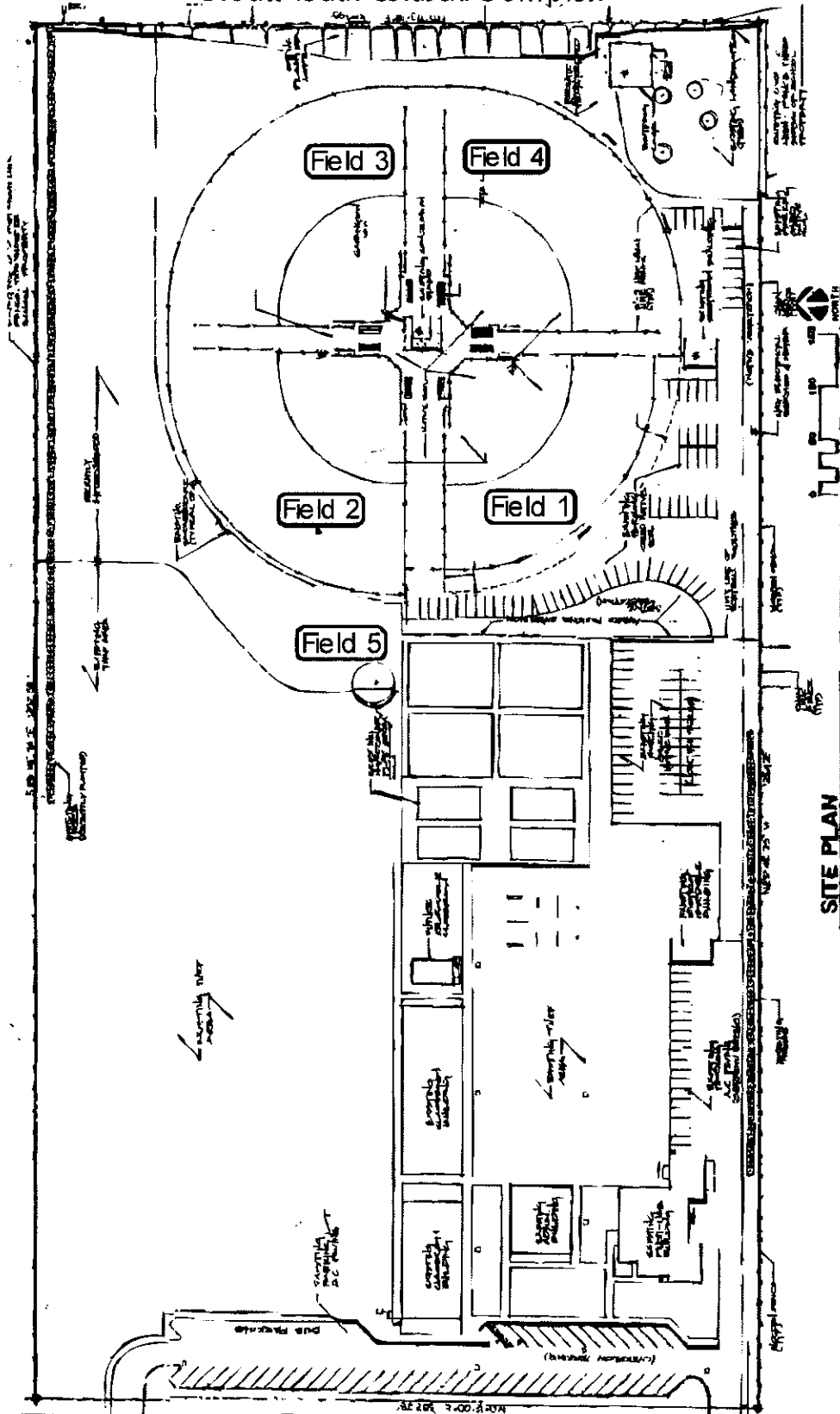
1. Please make an effort to join or set up a car pool schedule to drop off and pick up players.
2. Please drop off players at the softball complex and not on side streets.
3. Please DO NOT park on side streets. Please park inside the complex.
4. Please enter and exit as indicated by the posted signs.
5. Please drive at 5 MPH while on school campus.
6. Tobacco products i.e., cigarettes, chewing tobacco, or cigars are not allowed on District property.
7. Alcoholic beverages and illegal drugs or controlled substances are strictly prohibited on District property.
8. Dogs (other than service dogs) and other pets are prohibited on District property at all times.

Thank you for your cooperation and assistance in helping the League meet the conditions of the Use Agreement.

Orcutt Youth Softball Association

Exhibit A

Lakeview Junior High School Orcutt Youth Softball Complex





BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: AB1200 Public Disclosure of proposed Collective Bargaining Agreement – Orcutt Educators Association.

BACKGROUND: Before entering into a written agreement with a collective bargaining unit, all school districts must disclose at a public meeting, the costs that would be incurred in the current year as a result of the agreement. The Superintendent and Chief Business Official of the district must certify in writing that these costs can be met by the district during the term of the agreement.

Reference: AB 1200 (Chapter 1213/1991), GC 3540.2(a), GC 3547.5 and CCR, Title V and Section 15449.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the attached AB 1200 Disclosure as submitted.

FUNDING: As presented in the attached AB 1200 Disclosure.

General Instructions for Completion of Public Disclosure of Proposed Collective Bargaining Agreements

- Pursuant to GC 3540.2 (a), districts with qualified or negative certifications are required to submit a disclosure. In addition, pursuant to GC 3540.2 (d) a school district shall provide the county superintendent of schools, upon request, with all relevant information to provide an understanding of the financial impact of any final collective bargaining agreement reached pursuant to GC Section 3543.2 and 3547.5. All proposed bargaining agreements, including zero compensation, freezes, rollbacks, furlough days, stipends, benefit modifications and re-openers, must be disclosed using the entire workbook.
- Please submit this form to the County Superintendent of Schools and make it available to the public for review **at least ten (10) working days prior** to the date on which the Governing Board will take action on the proposed bargaining agreement.
- Attach a copy of the proposed bargaining agreement to each disclosure form.
- A separate disclosure form should be completed for each bargaining unit. If two or more units are settled concurrently, see the instructions at the bottom of the next page.
- Figures in the “Annual Cost Prior to Proposed Agreement” column on page 1 of the disclosure form should reflect the current fiscal year cost data before the agreement, even if the estimated salary changes were included in the adopted budget.
- In the “Year 1” column on page 1 of the disclosure form, show the incremental change resulting from the proposed agreement for the fiscal year in which the contract is first effective. If the agreement includes a retroactive salary change for a prior year and the impact of the change is in the current fiscal year, show the total change of both the prior and current year in the "Year 1" column. Only fill in the "Year 2" or "Year 3" columns if the proposed agreement is a multiyear contract with changes in years subsequent to the current year.
- To ensure full disclosure, such as for agreements where salary changes may not be effective for a full year, explain the terms of the agreement beginning on the top of page 2 of the disclosure form.
- Use Section G on pages 4a through 4c for the General Fund and the four columns designated to show “Latest Board-Approved Budget Before Settlement,” “Adjustments as a Result of Settlement,” “Other Revisions,” and “Total Revised Budget” for the fiscal year being settled.
- Pages 4d through 4h of Section G are to be used if the source of funding for an agreement includes funds **other than** the General Fund.
- Proposed agreements must be disclosed **any time a contract is reopened**. This is especially true when multiyear agreements are formula-driven, as in the case when they are tied to projected cost-of-living adjustments in the subsequent years. Once an actual percentage and dollar change is determined, **the resulting salary and benefit cost impact must be disclosed even though it may have been budgeted**.
- Section J on page 8 must be completed whenever any salary/benefit negotiations are settled, regardless of the represented bargaining unit or unrepresented employee group.
- Certification No. 1 (Section K on Page 9) must be signed by the District Superintendent and Chief Business Official (CBO) at the time of public disclosure. "I hereby certify" or "I am unable to certify" must be checked by both signers.
 - The Superintendent’s and CBO’s certifications are meant to be independent of one another.
 - The certifications serve as additional information provided to the board regarding the affordability of the proposed agreement **before** the board takes action on the agreement.

- The certifications should be accompanied by:
 - The fiscal planning assumptions that are used in making the certification.
 - Any qualifying comments made by the Superintendent and/or CBO that speak to the agreement's affordability within the context of the district's entire budget.
- The absence of a certification signature or a check on the "I am unable to certify" line does not prevent a board from taking action on an agreement. However, if a board approves an agreement missing a certification signature or with the "I am unable to certify" checked, it is still expected to adopt the budget revisions needed to pay for the agreement.
- Within 45 days of adopting a collective bargaining agreement, or prior to, or with its next interim report submission (or budget submission if the agreement is adopted after the submittal of the district's Second Interim Report), whichever comes first, any budget revisions to the school district's current year budget that are necessary to fulfill the terms of the agreement must be completed. If a school district does not adopt all of the revisions to its budget needed in the current fiscal year to meet the costs of a collective bargaining agreement, the County Superintendent of Schools is required to issue a qualified or negative certification for the district's next interim report (Education Code Section 42142).
- Any concerns regarding the affordability of the agreement in subsequent years should be listed on page 9a following the certification.
- The entire collective bargaining disclosure document, including multiyear projections, the Superintendent/CBO certifications and assumptions, and board actions needed in current and subsequent years, must be reviewed by the board prior to board action on the agreement.
- Certification No. 2 (Section L on Page 10) must be signed by the district Superintendent at the time of public disclosure and submitted with the completed disclosure forms to the County Office.
- After the Governing Board takes action on the proposed agreement, Certification No. 2 must be signed by the Board President or Clerk and re-submitted to the County Office. In the event that a Governing Board modifies a proposed agreement as it was originally disclosed and takes action to approve the agreement, a revised disclosure should also be resubmitted with any revisions made to the agreement clearly indicated.
- The manner in which the public is made aware of the proposed agreement and its availability for public inspection and review is at the discretion of the district. Districts may select any or a combination of various methods available for communicating to the public—i.e., notice in newspaper, posted notices, letters to parents, PTA newsletters, etc. Notification, however, must include the public at large and should not be limited to district parents only.

Multiple Bargaining Unit Agreements Settled Concurrently

- Complete pages 1 through 3 for each bargaining unit agreement.
- Create a new "combined" workbook: On page 1, type the district name and "Combined" following name of bargaining unit.
- Skip to page 4 and complete the remainder of the workbook showing the impact of all agreements on the district's budget.
- Complete the combined workbook page 9 (Certification No.1) with Superintendent and CBO signatures.
- Attach pages 1 through 3 and copies of signed MOUs or Tentative Agreements for each bargaining unit.
- Submit to the County Office at least 10 working days prior to the Governing Board approval.
- Complete the combined workbook page 10 (Certification No. 2) following Board ratification.
- Submit Certification No. 2 to the County Office.

**Specific Instructions for Completion of
Public Disclosure of Proposed Collective Bargaining Agreements**

Data can only be manually entered into yellow-highlighted cells of the workbook. White cells are locked, and typically contain formulas that automatically calculate totals, variances, and percentages.

Section A, Page 1: Proposed Change in Compensation

The total cost *for all funds*, not just the General Fund, is to be reported on page 1. Data in Year 2 and 3 columns is necessary only for multiyear and overlapping fiscal-year agreements.

Line 1 **Salary Schedule, including step and column** - Report only the cost of salaries, excluding statutory and health/welfare benefits.

Annual Cost Prior to Proposed Agreement - Enter the total cost of salaries for the bargaining unit prior to the proposed agreement.

Year 1 - Enter the amount of the proposed salary schedule change.

Line 2 **Other Compensation** - Report only the cost of salaries associated with the cost of other compensation, excluding statutory and health/welfare benefits.

Annual Cost Prior to Proposed Agreement - Enter the total cost of other compensation for the bargaining unit prior to the proposed agreement.

Year 1 - Enter the amount of the proposed change in other compensation.

Description - Indicate specific changes in other compensation for each affected year. For example: One percent off-schedule or \$200/employee.

Line 3 **Statutory Benefits** - Report only the cost of statutory benefits, excluding salaries and health/welfare benefits.

Annual Cost Prior to Proposed Agreement - Enter the total cost of statutory benefits of the bargaining unit prior to the proposed agreement.

Year 1 - Enter the amount of the proposed change in statutory benefits resulting from changes in salaries reported on Lines 1 and 2.

Line 4 **Health/Welfare Plans** - Report only the cost of health/welfare benefits, excluding the cost of salaries and statutory benefits.

Annual Cost Prior to Proposed Agreement - Enter the total cost of health/welfare benefits of the bargaining unit prior to the proposed agreement.

Year 1 - Enter the amount of the proposed change in health/welfare benefits for the affected bargaining unit.

Line 5 **Total Compensation** - Automatically calculated.

Line 6 **Total Number of Represented Employees** - Enter the full-time equivalent (FTE) employees for the affected bargaining unit.

Line 7 **Total Compensation Average Cost per Employee** - Automatically calculated.

Section A (continued) through Section F, Pages 2 and 3: Answer bargaining unit-specific questions.

**Specific Instructions for Completion of
Public Disclosure of Proposed Collective Bargaining Agreements**

Section G, Pages 4a through 4i: Impact of Proposed Agreement on Current-Year Operating Budget for General, Adult Education, Child Development, Cafeteria and Other Funds

- If other bargaining unit agreements are pending or recently settled, then Column 3 can be used to show the revisions necessary for the other units. Column 4 should reflect the current budget, as adjusted for all agreements.
- Data entered on pages 4a and 4b, “Unrestricted” and “Restricted General Fund,” will automatically populate page 4c, “Combined General Fund,” as well as the first column (current year) of Section H, pages 5a and 5b.
- On Page 4i, give explanations for entries recorded in Column 3, “Other Revisions,” on pages 4a through 4h.

Section H, Pages 5a through 5c: Impact of Proposed Agreement on Subsequent Years

- Unrestricted and Restricted General Fund data for subsequent fiscal years must be manually entered on pages 5a and 5b, respectively. The combined General Fund totals are automatically calculated on page 5c.

Section I, Pages 6 and 7: Impact of Proposed Agreement on Unrestricted Reserves

- If "Other Adjustments" expenditure amounts were entered in the multiyear projection (pages 5a and 5b) for the two subsequent years, then an explanation must be provided on page 7, question 7.
- Enter data in the yellow-highlighted cells as appropriate. Enter your district's reserve level requirement on line 1d. Whether a district meets required reserve levels is automatically determined and displayed on page 6, line 3. Any fiscal year with a “No” result in line 3 requires a response in line 4.
- Any total compensation variance requires an explanation on page 7, question 5.
- The causes of and plans to address deficit spending, especially for any deficit resulting from or increased by the agreement, must be addressed on page 7, question 6.

Section J, Page 8: Comparison of Proposed Change in Total Compensation to Change in LCFF Funding

- Enter data in yellow-highlighted cells as appropriate. For the prior, current and subsequent years, use LCFF funding for that year (LACOE LCFF Calculation Worksheet Line H-4) divided by the Funded ADA.

Section K, Pages 9 and 9a: Certification No. 1

- Enter data in yellow-highlighted cells on page 9 as appropriate. Once data is entered, the form should be printed, "I am able to certify" or "I am unable to certify" must be checked and signed by the district Superintendent and Chief Business Official. Use page 9a to list the budget assumptions and address affordability in subsequent years. Submit the signed certification and the completed Public Disclosure to the County Office.

Section K, Page 10: Certification No. 2

- Enter data in yellow-highlighted cells on page 10 as appropriate. Once data is entered, the form should be printed, signed and dated by the district Superintendent. The completed disclosure is ready for posting and submission to the County Office. After the the Governing Board meeting, the Board President or Clerk of the Board (district Superintendent) must sign and date Certification No. 2. and submit to the County Office.

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1992), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	Orcutt Union School District
Name of Bargaining Unit:	Orcutt Educators' Association
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning: **July 1, 2022** and ending: **June 30, 2023**
 (date) (date)

The Governing Board will act upon this agreement on: **December 14, 2022**
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined	Annual Cost Prior to Proposed Settlement	Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
		2022-23	2023-24	2024-25
1. Salary Schedule Including Step and Column	\$ 19,117,658	\$ 1,911,766		
		10.00%	0.00%	0.00%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 47,247	\$ 75,256	\$ -	
		159.28%	0.00%	0.00%
Description of Other Compensation				
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 4,198,895	\$ 433,206	\$ -	
		10.32%	0.00%	0.00%
4. Health/Welfare Plans	\$ 2,590,994	\$ -		
		0.00%	0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 25,954,794	\$ 2,420,228	\$ -	\$ -
		9.32%	0.00%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	235.00			
7. Total Compensation Average Cost per Bargaining Unit Employee	\$ 110,446	\$ 10,299	\$ -	\$ -
		9.32%	0.00%	0.00%

Orcutt Union School District
Orcutt Educators' Association

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a year, what is the annualized percentage of that change for "Year 1"?

10% on schedule, retroactive to July 1, 2022.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

Increases were added to the high school coaching stipend (Fund 09). To Fund 01, there were 13 eligible new hire teachers that received the first half of the \$7,500 signing bonus. The first year cost \$48,750 + \$10,725(benefits) for a total of \$59,475. We are anticipating the same cost for the 23-24 year.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes No
If yes, please describe the cap amount.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

SDC and DHH students will be counted in the class-size counts if they are in the general education classroom for more than 55% of the day. TK teachers who do not have another TK classroom at their site may be assigned by their principal to work in another TK-1st grade classroom for up to 75 minutes per day so that they work a full contractual day.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

Orcutt Union School District
Orcutt Educators' Association

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

[Redacted area]

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

[Redacted area]

F. Source of Funding for Proposed Agreement:

1. Current Year

The raise will be funded out of general fund LCFF revenue in the current and subsequent years. With the addition to the base grant as well as the 3-year rolling average on ADA, the district has experienced an increase in revenue.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

[Redacted area]

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

[Redacted area]

Orcutt Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit: **Unrestricted General Fund**
Orcutt Educators' Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of December 14, 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 43,035,380		\$ -	\$ 43,035,380
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ 752,607		\$ -	\$ 752,607
Other Local Revenue 8600-8799	\$ 1,041,221		\$ -	\$ 1,041,221
TOTAL REVENUES	\$ 44,829,208		\$ -	\$ 44,829,208
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 16,819,580	\$ 1,284,563		\$ 18,104,143
Classified Salaries 2000-2999	\$ 4,601,063			\$ 4,601,063
Employee Benefits 3000-3999	\$ 9,628,730	\$ 283,876		\$ 9,912,606
Books and Supplies 4000-4999	\$ 2,178,893		\$ -	\$ 2,178,893
Services, Other Operating Expenses 5000-5999	\$ 1,778,569		\$ -	\$ 1,778,569
Capital Outlay 6000-6999	\$ 656,636		\$ -	\$ 656,636
Other Outgo 7100-7299 7400-7499	\$ -		\$ -	\$ -
Indirect/Direct Support Costs 7300-7399	\$ (210,064)		\$ -	\$ (210,064)
TOTAL EXPENDITURES	\$ 35,453,406	\$ 1,568,439	\$ -	\$ 37,021,845
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ (6,431,759)	\$ -	\$ -	\$ (6,431,759)
Transfers Out and Other Uses 7600-7699	\$ 1,000,000	\$ -	\$ -	\$ 1,000,000
Contributions 8980-8999		\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 1,944,043	\$ (1,568,439)	\$ -	\$ 375,604
BEGINNING FUND BALANCE				
9791	\$ 13,918,828			\$ 13,918,828
Prior-Year Adjustments/Restatements 9793/9795				\$ -
ENDING FUND BALANCE	\$ 15,862,871	\$ (1,568,439)	\$ -	\$ 14,294,432
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ 45,500	\$ -	\$ -	\$ 45,500
Restricted Amounts 9740				
Committed Amounts 9750-9760	\$ 13,485,258	\$ (1,568,439)	\$ -	\$ 11,916,819
Assigned Amounts 9780	\$ 560,436	\$ -	\$ -	\$ 560,436
Reserve for Economic Uncertainties 9789	\$ 1,771,677	\$ -	\$ -	\$ 1,771,677
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Orcutt Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit: **Restricted General Fund**
Orcutt Educators' Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of December 14, 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 1,261,492		\$ -	\$ 1,261,492
Federal Revenue 8100-8299	\$ 4,725,828		\$ -	\$ 4,725,828
Other State Revenue 8300-8599	\$ 11,004,161		\$ -	\$ 11,004,161
Other Local Revenue 8600-8799	\$ 3,307,868		\$ -	\$ 3,307,868
TOTAL REVENUES	\$ 20,299,349		\$ -	\$ 20,299,349
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 4,174,922	\$ 334,212	\$ -	\$ 4,509,134
Classified Salaries 2000-2999	\$ 3,243,602	\$ -	\$ -	\$ 3,243,602
Employee Benefits 3000-3999	\$ 4,996,900	\$ 73,858	\$ -	\$ 5,070,758
Books and Supplies 4000-4999	\$ 1,310,508		\$ -	\$ 1,310,508
Services, Other Operating Expenses 5000-5999	\$ 3,290,978		\$ -	\$ 3,290,978
Capital Outlay 6000-6999	\$ 594,670		\$ -	\$ 594,670
Other Outgo 7100-7299 7400-7499	\$ 2,283,930		\$ -	\$ 2,283,930
Indirect/Direct Support Costs 7300-7399	\$ 135,064		\$ -	\$ 135,064
TOTAL EXPENDITURES	\$ 20,030,575	\$ 408,070	\$ -	\$ 20,438,645
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 595,398	\$ -	\$ -	\$ 595,398
Contributions 8980-8999	\$ 6,431,759	\$ -	\$ -	\$ 6,431,759
OPERATING SURPLUS (DEFICIT)*	\$ 6,105,134	\$ (408,070)	\$ -	\$ 5,697,064
BEGINNING FUND BALANCE				
9791	\$ 3,581,865			\$ 3,581,865
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 9,686,999	\$ (408,070)	\$ -	\$ 9,278,929
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ 9,686,999	\$ (408,070)	\$ -	\$ 9,278,929
Committed Amounts 9750-9760				
Assigned Amounts 9780				
Reserve for Economic Uncertainties 9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 0	\$ -	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Orcutt Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund
Bargaining Unit: Orcutt Educators' Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of December 14, 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue	8010-8099	\$ 44,296,872	\$ -	\$ 44,296,872
Federal Revenue	8100-8299	\$ 4,725,828	\$ -	\$ 4,725,828
Other State Revenue	8300-8599	\$ 11,756,768	\$ -	\$ 11,756,768
Other Local Revenue	8600-8799	\$ 4,349,089	\$ -	\$ 4,349,089
TOTAL REVENUES		\$ 65,128,558	\$ -	\$ 65,128,558
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 20,994,502	\$ 1,618,775	\$ 22,613,277
Classified Salaries	2000-2999	\$ 7,844,665	\$ -	\$ 7,844,665
Employee Benefits	3000-3999	\$ 14,625,630	\$ 357,734	\$ 14,983,364
Books and Supplies	4000-4999	\$ 3,489,402	\$ -	\$ 3,489,402
Services, Other Operating Expenses	5000-5999	\$ 5,069,548	\$ -	\$ 5,069,548
Capital Outlay	6000-6999	\$ 1,251,306	\$ -	\$ 1,251,306
Other Outgo	7100-7299 7400-7499	\$ 2,283,930	\$ -	\$ 2,283,930
Indirect/Direct Support Costs	7300-7399	\$ (75,000)	\$ -	\$ (75,000)
TOTAL EXPENDITURES		\$ 55,483,982	\$ 1,976,509	\$ 57,460,491
OTHER FINANCING SOURCES/USES				
Transfer In and Other Sources	8900-8979	\$ (6,431,759)	\$ -	\$ (6,431,759)
Transfers Out and Other Uses	7600-7699	\$ 1,595,398	\$ -	\$ 1,595,398
Contributions	8980-8999	\$ 6,431,759	\$ -	\$ 6,431,759
OPERATING SURPLUS (DEFICIT)*		\$ 8,049,177	\$ (1,976,509)	\$ 6,072,668
BEGINNING FUND BALANCE				
Prior-Year Adjustments/Restatements	9791	\$ 17,500,693		\$ 17,500,693
	9793/9795	\$ -		\$ -
ENDING FUND BALANCE		\$ 25,549,870	\$ (1,976,509)	\$ 23,573,361
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts	9711-9719	\$ 45,500	\$ -	\$ 45,500
Restricted Amounts	9740	\$ 9,686,999	\$ (408,070)	\$ 9,278,929
Committed Amounts	9750-9760	\$ 13,485,258	\$ (1,568,439)	\$ 11,916,819
Assigned Amounts	9780	\$ 560,436	\$ -	\$ 560,436
Reserve for Economic Uncertainties	9789	\$ 1,771,677	\$ -	\$ 1,771,677
Unassigned/Unappropriated Amount	9790	\$ 0	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Orcutt Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 11 - Adult Education Fund**

Bargaining Unit:

Orcutt Educators' Association

Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of _____)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ -		\$ -	\$ -
Other Local Revenue	8600-8799	\$ -		\$ -	\$ -
TOTAL REVENUES		\$ -		\$ -	\$ -
EXPENDITURES					
Certificated Salaries	1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries	2000-2999	\$ -	\$ -	\$ -	\$ -
Employee Benefits	3000-3999	\$ -	\$ -	\$ -	\$ -
Books and Supplies	4000-4999	\$ -		\$ -	\$ -
Services, Other Operating Expenses	5000-5999	\$ -		\$ -	\$ -
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo	7100-7299	\$ -		\$ -	\$ -
	7400-7499	\$ -		\$ -	\$ -
Indirect/Direct Support Costs	7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES		\$ -	\$ -	\$ -	\$ -
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE					
	9791	\$ -			\$ -
Prior-Year Adjustments/Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING BALANCE:					
Nonspendable Amounts	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts	9740	\$ -	\$ -	\$ -	\$ -
Committed Amounts	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Orcutt Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 12 - Child Development Fund**

Bargaining Unit:

Orcutt Educators' Association

Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of December 14, 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	\$ 13,230		\$ -	\$ 13,230
Other State Revenue	8300-8599	\$ 284,146		\$ -	\$ 284,146
Other Local Revenue	8600-8799	\$ -		\$ -	\$ -
TOTAL REVENUES		\$ 297,376		\$ -	\$ 297,376
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 3,998	\$ -	\$ -	\$ 3,998
Classified Salaries	2000-2999	\$ 139,233	\$ -	\$ -	\$ 139,233
Employee Benefits	3000-3999	\$ 61,545	\$ -	\$ -	\$ 61,545
Books and Supplies	4000-4999	\$ 67,048		\$ -	\$ 67,048
Services, Other Operating Expenses	5000-5999	\$ 3,000		\$ -	\$ 3,000
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo	7100-7299 7400-7499	\$ -		\$ -	\$ -
Indirect/Direct Support Costs	7300-7399	\$ 11,205		\$ -	\$ 11,205
TOTAL EXPENDITURES		\$ 286,027	\$ -	\$ -	\$ 286,027
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 11,349	\$ -	\$ -	\$ 11,349
BEGINNING FUND BALANCE					
	9791	\$ 402			\$ 402
Prior-Year Adjustments/Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 11,751	\$ -	\$ -	\$ 11,751
COMPONENTS OF ENDING BALANCE:					
Nonspendable Amounts	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts	9740	\$ -	\$ -	\$ -	\$ -
Committed Amounts	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ 11,751	\$ -	\$ -	\$ 11,751

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Orcutt Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 13/61 - Cafeteria Fund**

Bargaining Unit:

Orcutt Educators' Association

		Column 1	Column 2	Column 3	Column 4
Object Code		Latest Board- Approved Budget Before Settlement (As of December 14, 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ -		\$ -	\$ -
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ -		\$ -	\$ -
Other Local Revenue	8600-8799	\$ -		\$ -	\$ -
TOTAL REVENUES		\$ -		\$ -	\$ -
EXPENDITURES					
Certificated Salaries	1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries	2000-2999	\$ -	\$ -	\$ -	\$ -
Employee Benefits	3000-3999	\$ -	\$ -	\$ -	\$ -
Books and Supplies	4000-4999	\$ -		\$ -	\$ -
Services, Other Operating Expenses	5000-5999	\$ -		\$ -	\$ -
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo	7100-7299 7400-7499	\$ -		\$ -	\$ -
Indirect/Direct Support Costs	7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES		\$ -	\$ -	\$ -	\$ -
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE					
	9791	\$ -			\$ -
Prior-Year Adjustments/Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING BALANCE:					
Nonspendable Amounts	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts	9740	\$ -	\$ -	\$ -	\$ -
Committed Amounts	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Orcutt Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGETEnter Fund: **Fund 09 - Charter**Bargaining Unit: **Orcutt Educators' Association**

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of December 14, 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ 232,928		\$ -	\$ 232,928
Other State Revenue 8300-8599	\$ 10,374,931		\$ -	\$ 10,374,931
Other Local Revenues 8600-8799	\$ 214,765		\$ -	\$ 214,765
TOTAL REVENUES	\$ 10,822,624		\$ -	\$ 10,822,624
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 3,604,203	\$ 363,466		\$ 3,967,669
Classified Salaries 2000-2999	\$ 598,456	\$ -	\$ -	\$ 598,456
Employee Benefits 3000-3999	\$ 2,121,466	\$ 80,253		\$ 2,201,719
Books and Supplies 4000-4999	\$ 910,342		\$ -	\$ 910,342
Services, Other Operating Expenses 5000-5999	\$ 2,709,380		\$ -	\$ 2,709,380
Capital Outlay 6000-6999	\$ 7,634		\$ -	\$ 7,634
Other Outgo 7100-7299 7400-7499	\$ -		\$ -	\$ -
Indirect/Direct Support Costs 7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES	\$ 9,951,480	\$ 443,719	\$ -	\$ 10,395,199
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 871,144	\$ (443,719)	\$ -	\$ 427,425
BEGINNING FUND BALANCE 9791	\$ 3,131,689			\$ 3,131,689
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 4,002,833	\$ (443,719)	\$ -	\$ 3,559,114
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ -	\$ -	\$ -	\$ -
Committed Amounts 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 4,002,833	\$ (443,719)	\$ -	\$ 3,559,114

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Orcutt Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:

Bargaining Unit:

Orcutt Educators' Association

Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of December 14, 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ -		\$ -	\$ -
Other Local Revenue	8600-8799	\$ -		\$ -	\$ -
TOTAL REVENUES		\$ -		\$ -	\$ -
EXPENDITURES					
Certificated Salaries	1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries	2000-2999	\$ -	\$ -	\$ -	\$ -
Employee Benefits	3000-3999	\$ -	\$ -	\$ -	\$ -
Books and Supplies	4000-4999	\$ -		\$ -	\$ -
Services, Other Operating Expenses	5000-5999	\$ -		\$ -	\$ -
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo	7100-7299	\$ -		\$ -	\$ -
	7400-7499	\$ -		\$ -	\$ -
Indirect/Direct Support Costs	7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES		\$ -	\$ -	\$ -	\$ -
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE					
	9791	\$ -			\$ -
Prior-Year Adjustments/Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING BALANCE:					
Nonspendable Amounts	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts	9740	\$ -	\$ -	\$ -	\$ -
Committed Amounts	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Orcutt Union School District

Orcutt Educators' Association

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

Orcutt Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Unrestricted General Fund MYP**

Bargaining Unit:

Orcutt Educators' Association

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 43,035,380	\$ 44,608,489	\$ 44,711,758
Federal Revenue 8100-8299	\$ -	\$ -	\$ -
Other State Revenue 8300-8599	\$ 752,607	\$ 759,714	\$ 765,311
Other Local Revenue 8600-8799	\$ 1,041,221	\$ 645,003	\$ 638,096
TOTAL REVENUES	\$ 44,829,208	\$ 46,013,206	\$ 46,115,165
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 18,104,143	\$ 18,961,984	\$ 19,160,941
Classified Salaries 2000-2999	\$ 4,601,063	\$ 4,703,414	\$ 4,852,209
Employee Benefits 3000-3999	\$ 9,912,606	\$ 10,046,629	\$ 10,115,189
Books and Supplies 4000-4999	\$ 2,178,893	\$ 2,235,109	\$ 2,284,281
Services, Other Operating Expenses 5000-5999	\$ 1,778,569	\$ 1,921,262	\$ 2,007,918
Capital Outlay 6000-6999	\$ 656,636	\$ 389,975	\$ 397,188
Other Outgo 7100-7299	\$ -	\$ -	\$ -
7400-7499			
Indirect/Direct Support Costs 7300-7399	\$ (210,064)	\$ (311,853)	\$ (254,399)
Other Adjustments			\$ -
TOTAL EXPENDITURES	\$ 37,021,845	\$ 37,946,520	\$ 38,563,327
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ (6,431,759)	\$ (6,672,890)	\$ (6,785,597)
Transfers Out and Other Uses 7600-7699	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 375,604	\$ 393,796	\$ (233,759)
BEGINNING FUND BALANCE			
9791	\$ 13,918,828	\$ 14,294,432	\$ 14,688,228
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 14,294,432	\$ 14,688,228	\$ 14,454,469
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ 45,500	\$ 45,500	\$ 45,500
Restricted Amounts 9740			
Committed Amounts 9750-9760	\$ 11,916,819	\$ 12,452,182	\$ 12,288,173
Assigned Amounts 9780	\$ 560,436	\$ 350,000	\$ 350,000
Reserve for Economic Uncertainties 9789	\$ 1,771,677	\$ 1,840,546	\$ 1,770,796
Unassigned/Unappropriated Amount 9790	\$ -	\$ (0)	\$ (0)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Orcutt Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Restricted General Fund MYP**

Bargaining Unit:

Orcutt Educators' Association

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 1,261,492	\$ 1,261,492	\$ 1,261,492
Federal Revenue 8100-8299	\$ 4,725,828	\$ 6,011,770	\$ 2,632,043
Other State Revenue 8300-8599	\$ 11,004,161	\$ 7,118,328	\$ 6,731,570
Other Local Revenue 8600-8799	\$ 3,307,868	\$ 3,370,422	\$ 3,478,733
TOTAL REVENUES	\$ 20,299,349	\$ 17,762,011	\$ 14,103,838
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 4,509,134	\$ 4,793,262	\$ 4,887,468
Classified Salaries 2000-2999	\$ 3,243,602	\$ 3,343,512	\$ 2,926,996
Employee Benefits 3000-3999	\$ 5,070,758	\$ 5,091,069	\$ 5,111,605
Books and Supplies 4000-4999	\$ 1,310,508	\$ 925,090	\$ 879,710
Services, Other Operating Expenses 5000-5999	\$ 3,290,978	\$ 2,695,777	\$ 2,599,865
Capital Outlay 6000-6999	\$ 594,670	\$ 2,662,931	\$ 183,992
Other Outgo 7100-7299	\$ 2,283,930	\$ 2,283,930	\$ 2,283,930
7400-7499			
Indirect/Direct Support Costs 7300-7399	\$ 135,064	\$ 236,853	\$ 179,399
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 20,438,645	\$ 22,032,424	\$ 19,052,965
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 595,398	\$ 372,582	\$ 410,228
Contributions 8980-8999	\$ 6,431,759	\$ 6,785,597	\$ 6,722,230
OPERATING SURPLUS (DEFICIT)*	\$ 5,697,064	\$ 2,142,602	\$ 1,362,875
BEGINNING FUND BALANCE			
9791	\$ 3,581,865	\$ 9,278,929	\$ 11,421,531
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 9,278,929	\$ 11,421,531	\$ 12,784,406
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ 9,278,929	\$ 11,421,531	\$ 12,784,406
Committed Amounts 9750-9760			
Assigned Amounts 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 0	\$ 0	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Orcutt Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Combined General Fund MYP**

Bargaining Unit:

Orcutt Educators' Association

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 44,296,872	\$ 45,869,981	\$ 45,973,250
Federal Revenue 8100-8299	\$ 4,725,828	\$ 6,011,770	\$ 2,632,043
Other State Revenue 8300-8599	\$ 11,756,768	\$ 7,878,042	\$ 7,496,881
Other Local Revenue 8600-8799	\$ 4,349,089	\$ 4,015,424	\$ 4,116,830
TOTAL REVENUES	\$ 65,128,558	\$ 63,775,217	\$ 60,219,003
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 22,613,277	\$ 23,755,246	\$ 24,048,409
Classified Salaries 2000-2999	\$ 7,844,665	\$ 8,046,927	\$ 7,779,204
Employee Benefits 3000-3999	\$ 14,983,364	\$ 15,137,698	\$ 15,226,794
Books and Supplies 4000-4999	\$ 3,489,402	\$ 3,160,199	\$ 3,163,991
Services, Other Operating Expenses 5000-5999	\$ 5,069,548	\$ 4,617,040	\$ 4,607,784
Capital Outlay 6000-6999	\$ 1,251,306	\$ 3,052,905	\$ 581,180
Other Outgo 7100-7299	\$ 2,283,930	\$ 2,283,930	\$ 2,283,930
7400-7499			
Indirect/Direct Support Costs 7300-7399	\$ (75,000)	\$ (75,000)	\$ (75,000)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 57,460,491	\$ 59,978,944	\$ 57,616,292
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ (6,431,759)	\$ (6,672,890)	\$ (6,785,597)
Transfers Out and Other Uses 7600-7699	\$ 1,595,398	\$ 1,372,582	\$ 1,410,228
Contributions 8980-8999	\$ 6,431,759	\$ 6,785,597	\$ 6,722,230
OPERATING SURPLUS (DEFICIT)*	\$ 6,072,668	\$ 2,536,398	\$ 1,129,116
BEGINNING FUND BALANCE			
9791	\$ 17,500,693	\$ 23,573,361	\$ 26,109,759
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 23,573,361	\$ 26,109,759	\$ 27,238,875
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ 45,500	\$ 45,500	\$ 45,500
Restricted Amounts 9740	\$ 9,278,929	\$ 11,421,531	\$ 12,784,406
Committed Amounts 9750-9760	\$ 11,916,819	\$ 12,452,182	\$ 12,288,173
Assigned Amounts 9780	\$ 560,436	\$ 350,000	\$ 350,000
Reserve for Economic Uncertainties 9789	\$ 1,771,677	\$ 1,840,546	\$ 1,770,796
Unassigned/Unappropriated Amount 9790	\$ 0	\$ 0	\$ (0)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Orcutt Union School District
 Orcutt Educators' Association

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2022-23	2023-24	2024-25
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 59,055,889	\$ 61,351,526	\$ 59,026,520
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 59,055,889	\$ 61,351,526	\$ 59,026,520
d.	State Standard Minimum Reserve Percentage for this District Enter percentage →	3.00%	3.00%	3.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 1,771,677	\$ 1,840,546	\$ 1,770,796

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 1,771,677	\$ 1,840,546	\$ 1,770,796
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ -	\$ (0)	\$ (0)
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 1,771,677	\$ 1,840,546	\$ 1,770,796
f.	Reserve for Economic Uncertainties Percentage	3.00%	3.00%	3.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

2022-23	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2023-24	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2024-25	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$ 2,420,228
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$ (1,976,509)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$ -
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$ -
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$ -
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$ (443,719)
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$ -
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$ (2,420,228)
Variance	\$ -

Variance Explanation:

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

<u>General Fund Combined</u>	<u>Surplus/ (Deficit)</u>	<u>(Deficit) %</u>	<u>Deficit primarily due to:</u>
Current FY Surplus/(Deficit) before settlement(s)?	\$ 8,049,177	14.1%	
Current FY Surplus/(Deficit) after settlement(s)?	\$ 6,072,668	10.3%	
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 2,536,398	4.1%	
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 1,129,116	1.9%	

Deficit Reduction Plan (as necessary):

Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd

7. Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 9a.

<u>MYP</u>	<u>Amount</u>	<u>"Other Adjustments" Explanation</u>
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	

Orcutt Educators' Association

J. COMPARISON OF PROPOSED CHANGE IN TOTAL COMPENSATION TO CHANGE IN LCFF FUNDING FOR THE NEGOTIATED PERIOD

The purpose of this form is to determine if the district has entered into bargaining agreements that would result in salary increases that are expected to exceed the projected increase in LCFF funding.

(fill out columns for which there is an agreement)

	Prior Year	2022-23	2023-24	2024-25
a. LCFF Funding per ADA	9,501.00	10,729.00	11,499.00	11,992.00
b. Amount Change from Prior Year Funding per ADA		1,228.00	770.00	493.00
c. Percentage Change from Prior Year Funding per ADA		12.92%	7.18%	4.29%
d. Total Compensation Amount Change (from Page 1, Section A, Line 5)		2,420,228.00	-	-
e. Total Compensation Percentage Change (from Page 1, Section A, Line 5)		9.32%	0.00%	0.00%
f. Proposed agreement is within/exceeds change in LCFF Funding (f vs. e)		Within	-	-

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Orcutt Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2023.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)	
\$	-
\$	2,420,228
\$	(2,420,228)

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)	
\$	-
\$	-
\$	-

Budget Revisions

If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

I hereby certify I am unable to certify

District Superintendent
 (Signature)

Date

I hereby certify I am unable to certify

Chief Business Official
 (Signature)

Date

Special Note: The Santa Barbara County Education Office may request additional information, as necessary, to review the district's compliance with requirements.

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Orcutt Union School District

District Name

**District Superintendent
(Signature)**

Date

Sandra Knight

Contact Person

805-938-8915

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on December 14, 2022, took action to approve the proposed agreement with the Orcutt Educators Association__ Bargaining Unit(s).

**President (or Clerk), Governing Board
(Signature)**

Date

Special Note: The Santa Barbara County Education Office may request additional information, as necessary, to review the district's compliance with requirements.



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Pre-authorization for the Purchase of District School Buses

BACKGROUND: The district would like to purchase two new diesel-fueled school buses within the next 18 months. The manufactures will stop manufacturing these buses in the upcoming years. The district will most likely need to expand our transportation services. We will be receiving approximately \$150,000 in additional, ongoing transportation funding.

The district will follow our purchasing guidelines and go out to bid or use a Piggybackable Bid. We are requesting \$400,000 for two buses.

RECOMMENDATION: Staff recommends approval of \$400,000 to used towards the purchase of two diesel-fueled school buses.

FUNDING: General Fund



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight,
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 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.

Quantity	Item	Method of Disposal
1	2016 BevAir Milk cooler SM34N-W. Has issues with leaking, and does not keep temperature. We are replacing this unit.	Recycle/Dispose
1	1995 Continental Mil cooler Mc4-SCW. The unit leaks and does not keep temperature. We are replacing this unit.	Recycle/Dispose
1	2003 BevAir Milk Cooler SM34N. This unit does not hold temperature and is leaking. We will replace the unit.	Recycle/Dispose
1	Wolf Range DSS-2-26-2HT. This unit is over 20 years old. The oven door is broken. We will not replace this unit.	Recycle/Dispose

2	Wolf Range and Flat grill CH-200-29, CH6-229-3HT. These units are over 20 years old and highly inefficient and unused. We will not replace these units.	Recycle/Dispose
1	Garland Range 284-3GG. This unit is over 20 years old and highly inefficient. We will not replace this unit.	Recycle/Dispose

RECOMMENDATION: Staff recommends that the Board of Trustees approve the sale and disposal of books, equipment and supplies as presented.

FUNDING: N/A



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Award of CUPPCCA Bid for Pine Grove Drain Inlet Installation Project

BACKGROUND: The proposed CUPPCCA Bid scope includes installation of a new Drainage Inlet at the Pine Grove Elementary School upper parking lot. The contractor will be required to demolish and replace the affected existing hardscape, revise existing storm drainage piping and place a new storm drainage basin at the specified location for the purposes of catching surface water that is sheeting from the southern and western sections of the campus parking lot. The addition of the drain inlet will relieve the catch basin that located to the eastern side of the parking lot, which will get over-burdened during a heavy downpour.

RECOMMENDATION: It is recommended that the Board of Trustees award the CUPPCCA bid to RDZ Contractors, Inc. for \$31,634.00, as they were the lowest, responsive, and responsible bidder

FUNDING: Fund 21 – Building Fund for the Measure G Bond.



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Award of CUPPCCA Bid for Pine Grove Parking Lot Paver Replacement Project.

BACKGROUND: The proposed CUPPCCA Bid scope includes new asphalt paving and striping at the Pine Grove Elementary School Parking Lot. The contractor will prepare the existing grade for paving and provide new hot-mix asphalt paving at the former permeable paver location.

RECOMMENDATION: It is recommended that the Board of Trustees award the CUPPCCA bid to RDZ Contractors, Inc. for \$46,710.00, as they were the lowest, responsive, and responsible bidder

FUNDING: Fund 21 – Building Fund for the Measure G Bond.



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Approve Professional Services Agreement with Soils Engineering, Inc. to Perform Materials Testing and Special Inspection Services for the Pine Grove Parking Lot Paver Replacement Project

BACKGROUND: DSA requires that a certified testing lab be retained by the District in order to provide geotechnical, materials testing and special inspection services for projects at DSA sites. Soils Engineering Inc. shall provide the required observation, soils inspection and testing on the Pine Grove Parking Lot Paver Replacement project.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Professional Services Agreement with Soils Engineering, Inc. in the estimated amount of \$4,397.

FUNDING: Fund 21 – Building Fund for the Measure G Bond



November 7, 2022

SEI Proposal No. 22-567

Orcutt Union School District
500 Dyer St.
Orcutt, CA 93455

Attention: Mr. David Nichols

Subject: PROPOSAL: Engineering, Inspection Services & Misc. Materials Testing
Project: Pine Grove ES Upper Parking Lot Repairs
Location: 1050 E. Rice Ranch Rd., Santa Maria, CA 93455

Dear Mr. Nichols,

Thank you for contacting Soils Engineering, Inc. (SEI) to provide services for the above listed project. Our services will consist of engineering or inspection services and/or miscellaneous field and laboratory materials testing services based on a Time & Materials (T&M) basis per our 2022 Fee Schedule. Below is an estimate for the scope of work required per the provided drawings and Specifications.

Earthwork:

Table with 2 columns: Description and Amount. Rows include: Soils Technician - Compaction testing ((4) 6hr Site Visits @ \$115/hr.) \$ 2,760.00; Maximum Densities (ASTM D1557 Method 'A' or 'B' (1 @ \$170/ea.) \$ 170.00; Maximum Densities (ASTM D1557 Method 'C' (1 @ \$220/ea.) \$ 220.00; Estimated Subtotal: \$ 3,150.00

Project Management:

Table with 2 columns: Description and Amount. Rows include: Mileage - (4 Site visits (242 Mile RT) @ \$0.585/Mile) \$ 567.00; Project Reporting (2 reports @ \$45/hr.) \$ 90.00; Project Manager (2 hrs. @ \$100/hr.) \$ 200.00; Engineering Review (2 hrs. @ \$195/hr.) \$ 390.00; Estimated Subtotal: \$ 1,247.00

Estimated Grand Total: \$ 4,397.00

The above listed hours and tests are only estimates for the requested project scope. Any additional services not listed above will also be billed on a T&M basis per our attached 2022 Fee Schedule. We appreciate the opportunity to provide our services. Should you have any questions, or would like additional information regarding our services, or to discuss our proposal in detail, please don't hesitate to contact our office.

Respectfully submitted,
SOILS ENGINEERING, INC.

Handwritten signature of Jacob Guffey
Jacob Guffey
Field Manager

Handwritten signature of On Man Lau
On Man Lau
Engineering Manager

SOILS ENGINEERING, INC. Terms for Engineering, Inspection Services and/ or Materials Testing

THIS AGREEMENT

SEI PROPOSAL NO.: 22-567

This agreement is made by and between SOILS ENGINEERING, INC. (SEI), herein after referred to as Geotechnical Engineer, and **Orcutt Union School District**, herein after referred to as Client. This agreement between the parties consists of these terms, and the attached proposal identified as **22-567 (Materials Testing and Inspection Services for Pine Grove ES Upper Parking Lot Repairs, located at 1050 E. Rice Ranch Rd., Santa Maria, CA 93455)** dated November 7, 2022, and any exhibits or attachments noted in the proposal. Together these elements will constitute the entire agreement superseding any and all prior negotiations, correspondence, or agreements either written or oral. Any changes to this agreement must be mutually agreed to in writing.

STANDARD OF CARE: The client recognizes that subsurface conditions may vary from those observed at locations where borings, surveys, or explorations are made, and that site conditions may change with time. Data, interpretations, and recommendations by the Geotechnical Engineer will be based solely on information available to the geotechnical engineer. The geotechnical engineer is responsible for those data, interpretations, and recommendations, but will not be responsible for other parties' interpretations or use of the information developed.

Services performed by the geotechnical engineer under this agreement are expected by the client to be conducted in a manner consistent with the level of care and skill ordinarily exercised by members of the geotechnical engineering profession practicing contemporaneously under similar conditions in the locality of the project. No other warranty, expressed or implied is made.

SITE ACCESS AND SITE CONDITIONS: Client will grant or obtain free access to the site for all equipment and personnel necessary for the geotechnical engineer to perform the work set forth in this agreement. The client will notify any and all possessors of the project site that client has granted geotechnical engineer free access to the site. The geotechnical engineer will take reasonable precautions to minimize damage to the site, but it is understood by client that, in the normal course of work, some damage may occur and the correction of such damage is not part of this agreement unless so specified in the proposal.

The client is responsible for the accuracy of locations for all subterranean structures and utilities. The Geotechnical Engineer will take reasonable precautions to avoid known subterranean structures, and the client waives any claim against Geotechnical Engineer, and agrees to defend, indemnify, and hold Geotechnical Engineer harmless from any claim or liability for injury or loss, including costs of defense, arising from damage done to subterranean structures and utilities not identified or accurately located. In addition, client agrees to compensate geotechnical engineer for any time spent or expenses incurred by Geotechnical Engineer in defense of any such claim with compensation to be based upon Geotechnical Engineer's prevailing fee schedule and expense reimbursement policy.

SAMPLE DISPOSAL: The geotechnical engineer will dispose of all remaining samples after the required testing is complete unless other arrangements are made. Further storage or transfer of samples can be made at client's expense upon client's prior written request.

CONSTRUCTION MONITORING: If the geotechnical engineer is retained by the client to provide a site representative for the purpose of monitoring specific portions of the construction work as set forth in the proposal then this phrase applies. For the specified assignment, the geotechnical engineer will report observations and professional opinions to the client. No action of the geotechnical engineer or geotechnical engineer's site representative can be construed as altering any agreement between the client and others. The geotechnical engineer will report any observed work to the client which, in the geotechnical engineer's professional opinion, does not conform with plans and specifications. The geotechnical engineer has no right to reject or stop work of any agent of the client. Such rights are reserved solely for the client. Furthermore, the geotechnical engineer's presence on site does not in any way guarantee the completion or quality of the performance or the work of any party retained by the client to provide construction related services.

The geotechnical engineer will not be responsible for and will not have control or charge of specific means, methods, techniques, sequences or procedures of construction selected by any agent or agreement of the client, or safety precautions and programs incident thereto.

BILLING AND PAYMENT: The services that are agreed upon are listed in SEI proposal 22-567, dated November 7, 2022. Client will pay the geotechnical engineer the lump sum amount indicated on SEI's Proposal. If an estimate for services was provided, then all services will be billed as Time & Materials (T&M) per our referenced fee schedule in SEI proposal 22-567. Invoices will be submitted to Client by Geotechnical Engineer, and will be payable upon presentation. If client objects to all or any portion of any invoice, client will so notify geotechnical engineer in writing within fourteen (14) calendar days of the invoice date, identify the cause of disagreement, and pay when due that portion of the invoice, not in dispute. The parties will immediately make every effort to settle the disputed portion of the invoice. In the absence of written notification described above, the balance as stated on the invoice will be paid.

Invoices are delinquent if payment has not been received within thirty (30) days from the date of invoice. Client will pay an additional charge of one and one half (1.5) percent per month (or the maximum percentage allowed by law, whichever is lower) on any delinquent account, except any portion of the invoiced amount in dispute and resolved in favor of client. Payment thereafter will first be applied to accrued interest and then to the principal unpaid amount.

Client Initials _____

**CONTRACT: Materials Testing and Inspection Services
Pine Grove ES Upper Parking Lot Repairs
1050 E. Rice Ranch Rd., Santa Maria, CA 93455**

**SEI Proposal No. 22-567
November 7, 2022
Page 2**

All time spent and expenses incurred (including any attorney's fees) in connection with collection of any delinquent amount will be paid by the client to geotechnical engineer per geotechnical engineer's current fee schedules. In the event client fails to pay geotechnical engineer within sixty (60) days after invoices are rendered, client agrees that geotechnical engineer will have the right to consider the failure to pay the geotechnical engineer's invoice as a breach of this agreement.

TERMINATION: This agreement may be terminated by either party seven (7) days after written notice in the event of any breach of any provision of this agreement or in the event of substantial failure of performance by the other party, or if the client suspends the work for more than three (3) months. In the event of termination, geotechnical engineer will be paid for services performed prior to the date of termination plus reasonable termination expenses, including the cost of completing analyses, records and report necessary to document job status at the time of termination.

RISK ALLOCATION/RELEASE/INDEMNIFICATION: There are a variety of risks which potentially affect the Geotechnical Engineer by virtue of entering into an agreement to perform professional engineering services on the Client's behalf. One of these risks stems from the Geotechnical Engineer's potential for human error. In order for the Client to obtain the benefit of a fee which includes a lesser allowance for dealing with the Geotechnical Engineer's risks, the Client agrees to limit the Geotechnical Engineer's liability to the Client and to all other parties for claims arising out of the Geotechnical Engineer's performance of the services described in the agreement. The total aggregate liability of the Geotechnical Engineer will be limited to the insurance policy provided to the Client. The Client hereby releases Geotechnical Engineer for and from all claims, losses, liabilities, damages, actions, causes of action and remedies other than Client's remedy to claim and receive insurance proceeds as an additional insured under the insurance policy required by the provisions of this Agreement. Such release includes a waiver of all rights and benefits accorded by the provisions of California Civil Code Section 1542. The Client agrees to indemnify, defend and hold harmless Geotechnical Engineer, for all claims, losses, liabilities, damages, actions, causes of action and remedies arising from or in connection with Geotechnical Engineer's performance of its duties and obligations under this Agreement, including Geotechnical Engineer's acts or omissions, other than Client's remedy to claim and receive insurance proceeds as an additional insured under the insurance policy required by the provisions of this Agreement.

Limitations on liability, releases and indemnities in this agreement are business understandings between the parties and shall apply to all the different theories of recovery, including breach of contract or warranty, tort including negligence, strict or statutory liability, or any other cause of action, excepting only the sole negligence or willful misconduct of Geotechnical Engineer. The parties bound by the provisions of this Section include the Client and its officers, directors, owners, members, agents, employees, affiliates, subcontractors, successors and assigns. The parties benefited by the provisions of this Section include Geotechnical Engineer and its officers, directors, owners, members, agents, employees, affiliates, subcontractors, successors and assigns. The parties also agree that the Client shall not be entitled to seek or recover damages in excess of the above limitations indirectly through suits with other parties who may join the Geotechnical Engineer as a third party defendant.

Notwithstanding anything to the contrary contained in this Agreement, both Client and Geotechnical Engineer agree that neither party will be liable to the other, under any circumstances, for special, consequential, or punitive damages arising out of or related to this agreement or any acts or omissions of SEI.

DISCOVERY OF UNANTICIPATED HAZARDOUS MATERIALS: Client warrants that a reasonable effort to inform geotechnical engineer of known or suspected hazardous materials on or near the project site has been made. Hazardous materials may exist at a site where there is no reason to believe they could or should be present. Geotechnical engineer and client agree that the discovery of unanticipated hazardous materials constitutes a changed condition mandating a renegotiation of the scope of work or termination of services. Geotechnical engineer and client also agree that the discovery of unanticipated hazardous materials may make it necessary for geotechnical engineer to take immediate measures to protect health and safety. Client agrees to compensate geotechnical engineer for any equipment decontamination or other costs incident to the discovery of unanticipated hazardous waste.

The Geotechnical Engineer agrees to notify client when unanticipated hazardous materials or suspected hazardous materials are encountered. Client agrees to make any disclosures required by law to the appropriate governing agencies. Client also agrees to hold The Geotechnical engineer harmless for any and all consequences of disclosures made by The Geotechnical engineer which are required by governing law. In the event the project site is not owned by client, client recognizes that it is the client's responsibility to inform the property owner of the discovery of unanticipated hazardous materials or suspected hazardous materials.

Notwithstanding any other provision of the agreement, client waives any claim against geotechnical engineer, and to the maximum extent permitted by law, agrees to defend, indemnify, and hold geotechnical engineer harmless from any claim, liability, and/or defense costs for injury or loss arising from geotechnical engineer's discovery of unanticipated hazardous materials or suspected hazardous materials including any costs created by delay of the project and any cost associated with the possible reduction of the property's value. Client will be responsible of any samples secured by the geotechnical engineer which are found to be contaminated.

Client Initials _____

**CONTRACT: Materials Testing and Inspection Services
Pine Grove ES Upper Parking Lot Repairs
1050 E. Rice Ranch Rd., Santa Maria, CA 93455**

**SEI Proposal No. 22-567
November 7, 2022
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DISPUTES RESOLUTION: All claims, disputes, and other matters in controversy between geotechnical engineer and client arising out of or in any way related to this agreement will be submitted to "alternative dispute resolution" (ADR) such as mediation and/or arbitration, before and as a condition precedent to other remedies provided by law. If and to the extent client and geotechnical engineer have agreed on methods for resolving such disputes, then such methods will be set forth in the "Alternative Dispute Resolution" which, if attached, is incorporated and made a part of this agreement.

If a dispute at law arises related to the services provided under this agreement and that dispute arises litigation instead of ADR as provided above, then:

- (1) the claim will be brought and tried in judicial jurisdiction of the court of the county where geotechnical engineer's principal place of business is located and client waives the right to remove the action to any other county or judicial jurisdiction, and
- (2) the prevailing party will be entitled to recovery of all reasonable costs incurred, including staff time, court costs, attorney's fees, and other related expenses.

GOVERNING LAW AND SURVIVAL: The law of the state of California will govern the validity of these terms, their interpretation and performance. If any of the provisions contained in this agreement are held illegal, invalid, or unenforceable, the enforceability of the remaining provisions will not be impaired. Limitations of liability and indemnities will survive termination of this agreement for cause.

NO THIRD PARTY BENEFICIARIES: Nothing herein is intended to convey any rights to individuals or entities that are not parties to this Agreement.

The parties have read the foregoing, understand completely the terms, and willingly enter into this agreement which will become effective on the date signed by the client below.

Soils Engineering, Inc.

Orcutt Union School District

Tony M. Frangie, Vice President

By: _____ Date: _____

Date:

(Please Print Name & Title Above)



2022

FEE SCHEDULE

**Geotechnical Engineering • Geological Engineering • Environmental Engineering
Surveying • Drilling Services • Materials Testing & Inspection**

Leadership Team

L. Thomas Bayne..... President
Tony Frangie Vice President
On Man Lau..... Engineering Manager
Robert Becker..... Environmental Manager
Darren McCaffrey..... Chief Surveyor
Jacob Guffey..... Field Manager
Andrew Lucas..... Laboratory Manager



INTRODUCTION

Since our inception in Bakersfield, California in 1966, Soils Engineering, Inc. has endeavored to provide our clients with the best in professional engineering consulting, materials testing, and drilling services for geotechnical and environmental exploration.

Listed herein are prices for engineering and testing services we most frequently perform.

Sampling and testing are conducted in accordance with the latest applicable specifications of the American Society for Testing and Materials, American Association of State Highway Officials, or other pertinent agencies.

Basis for charges for 2022

Test prices shown are for laboratory work only and include reporting of routine results not calling for recommendation or conclusion. The standard turn-around time for all laboratory testing is five (5) working days. For all expedited laboratory testing requests, an additional rush fee of fifty percent (50%) will be added. All soil samples will be discarded after test completion, unless prior arrangements have been made.

Services and inspection(s) within a radius of fifty (50) miles will incur a two-hour minimum with a one-hour block thereafter. Services and inspection(s) outside of fifty (50) miles will incur a four-hour minimum with a two-hour block thereafter. Service commenced between the hours of 7:00am and 4:00pm will be performed at the standard rates presented herein. Any services initiated outside of these hours will be billed at the appropriate rate.

Services that are rendered more than eight-hours (and up to twelve) on any weekday and on Saturdays will be billed at time and a half. Services rendered more than twelve-hours on any weekday, on Holidays, on Sundays, or more than eight-hours on Saturdays will be charged at two-times the hourly rate.

Requests for copies of Geotechnical or Environmental Investigations previously completed and reported must be approved by the original client. Once approved by the client, the person requesting will be required to pay a one-time report charge of two-hundred dollars (\$200.00) prior to release of the report.

Miscellaneous expenses encountered in performance of services, such as printing and binding, permits, supplies not normally used to perform a specific job, etc. are billed at cost plus a twenty percent (20%) service charge. All heavy equipment rentals are based on a minimum charge of four hours, not including travel time.

Invoices are submitted at monthly intervals, or upon completion of the project, whichever is sooner. Engineering, project management and report preparation time will be added to invoices, as required. Payment for all work performed is due upon receipt of the invoice, unless otherwise agreed. A service charge of one and one-half percent (1.5%) per month will be added to overdue accounts thirty (30) days after the date of the original invoice.



PROFESSIONAL STAFF RATES

Senior Registered Engineer / Licensed Land Surveyor or Principal	\$195.00/hr.
Registered Engineer or Geologist, REA II	\$195.00/hr.
Project Professional	\$150.00/hr.
Staff Engineer	\$120.00/hr.
Staff Geologist.....	\$120.00/hr.
Expert Testimony and Special Consultation (4hr Minimum).....	\$500.00/hr.
Project Administrator/Coordinator	\$85.00/hr.
Administrative Assistant/Clerical.....	\$75.00/hr.
Report Preparation/Clerical	\$45.00/per report

TECHNICAL STAFF RATES

Field, Laboratory, & Project Manager.....	\$100.00/hr.
Engineering Technician (Field or Laboratory)	\$80.00/hr.
Deputy Inspector (Requires Certified Testers or Inspectors, i.e., ICC, AWS, Caltrans, etc.)	\$90.00/hr.

SURVEYING SERVICES

Survey Crew (1-Person)	\$160.00/hr.
Survey Crew (2-Person)	\$200.00/hr.
Dig Alert USA Ticket Staking / Layout	\$105.00/hr.
Surveyor Office Research & Calculations.....	\$125.00/hr.
Computer Aided Drafting (CAD).....	\$125.00/hr.
Trimble Handheld GPS Device, & Digital Optical Level	\$105.00/day
Trimble R8 GPS, & Trimble VX Total Station	\$260.00/day
Leica C10 3D Scanner.....	\$750.00/day

DRILLING SERVICES

Drilling Services (CME 75 HT) two-man crew	\$320.00/hr.
Drilling Services (CME 45 HT) two-man crew	\$270.00/hr.

In adverse drilling conditions, the client will be responsible for replacing lost or broken equipment.



PREVAILING WAGE RATES – SOUTHERN CALIFORNIA

This Fee Schedule was developed based on determination index SC-23-63-2-2020-2D, general prevailing wage journeyman. The billing rates are subject to revision at the time of issuance of a new Determination and subsequent Determinations or Predetermined Increases for the duration of the project. The rates in effect at the time of a Determination or Predetermination shall be increased proportionally with respect to any labor and benefits rate increases mandated by the California Department of Industrial Relations.

Group 1	\$115.00/hr.
<i>Field Soils & Materials Tester, Field Asphaltic Concrete, Field Earthwork, Roof Inspector, Water Proofer</i>	
Group 2	\$120.00/hr.
<i>AWS-CWI Inspector, Building/Construction Inspector, Licensed Grading Inspector, Reinforcing Steel, Reinforced Concrete, Pre/Post-Tension Concrete, Structural Steel & Welding Inspector, Glue-Lam & Truss Joints, Truss-Type Joint Construction, Shear Wall & Floor System, Concrete Batch Plant, Spray-Applied Fireproofing, Structural Masonry</i>	
Group 3	\$125.00/hr.
<i>Non-Destructive Testing (NDT)</i>	
Survey Crew (1-Person)	\$210.00/hr.
Survey Crew (2-Person)	\$300.00/hr.
Drilling Services (CME 75 HT) two-man crew	\$370.00/hr.
Drilling Services (CME 45 HT) two-man crew	\$345.00/hr.

PREVAILING WAGE RATES – NORTHERN CALIFORNIA

This Fee Schedule was developed based on determination index NC-63-3-9-2020-2, general prevailing wage journeyman. The billing rates are subject to revision at the time of issuance of a new Determination and subsequent Determinations or Predetermined Increases for the duration of the project. The rates in effect at the time of a Determination or Predetermination shall be increased proportionally with respect to any labor and benefits rate increases mandated by the California Department of Industrial Relations.

Group 1	\$125.00/hr.
<i>DSA Masonry, DSA Shotcrete, Lead Inspector, NICET Level IV & NDT Level II</i>	
Group 2	\$115.00/hr.
<i>AWS-CWI, ICC Certified Structural Inspector, NICET Level III, Shear Wall/Floor System Inspector, Building/Construction Inspector</i>	
Group 3	\$110.00/hr.
<i>Geotechnical Driller, Soils/Asphalt, Earthwork Grading, Excavation & Backfill, NICET Level II</i>	
Group 4	\$105.00/hr.
<i>ACI, Drillers Helper, ICC Fireproofing, NICET Level I, Proof-load Testing, Torque Testing, NACE, NDT Level I</i>	
Survey Crew (1-Person)	\$210.00/hr.
Survey Crew (2-Person)	\$300.00/hr.
Drilling Services (CME 75 HT) two-man crew	\$370.00/hr.
Drilling Services (CME 45 HT) two-man crew	\$345.00/hr.



TRAVEL AND EXPENSES

Travel Time Rates	Hourly Rates
Vehicle Mileage Rates.....	\$0.585/mile
Drill Rig Mileage Rates.....	\$2.50/mile
Per Diem Per Person.....	Cost plus 20%
Equipment Rental or Subcontracting Charges.....	Cost plus 20%

SOIL TESTING OR INSPECTIONS

RELATIVE COMPACTION TESTS

Nuclear Gauge Method - (ASTM D2922 Soil / ASTM D2950 Asphalt).....	\$10.00/test
Nuclear Gauge Method - (CTM-231 Soil / CTM-375 Asphalt).....	\$10.00/test
Sand Cone Method - (ASTM D1556)	\$10.00/test
Sand Calibration - (ASTM D1556)	\$100.00/test

DENSITY & MOISTURE DETERMINATIONS

Tube Density - (ASTM D2937).....	\$20.00/test
Native Soil Moisture - (ASTM D2216 / CTM-226).....	\$20.00/test
Maximum Density/Optimum Moisture (Proctor) (ASTM D1557 Method A or B)	\$170.00/test
Maximum Density/Optimum Moisture (Check Point) (ASTM D1557 Method A or B)	\$75.00/test
Maximum Density/Optimum Moisture (Proctor) (ASTM D1557 Method C)	\$220.00/test
Maximum Density/Optimum Moisture (Check Point) (ASTM D1557 Method C)	\$100.00/test
Maximum Density/Optimum Moisture w/ Rock Correction (ASTM D1557 & D4718)	\$350.00/test
California Impact (CTM-216)	\$250.00/test

SOIL TESTS

Sieve Analysis with # 200 Wash Test - (ASTM D422)	\$100.00/test
Hydrometer Method - (ASTM D422).....	\$200.00/test
# 200 Wash Test Only - (ASTM D422)	\$60.00/test
Plasticity Index - (ASTM D4318)	\$200.00/test
Expansion Index - (ASTM D4829)	\$150.00/test
Specific Gravity of Soils (Vacuum) (ASTM D854).....	\$200.00/test
Sand Equivalent (CTM-217)	\$100.00/test
Standard Resistance "R" Value (CTM-301).....	\$250.00/test
Aggregate Base Resistance "R" Value (CTM-301)	\$350.00/test
Dispersion Test (Pin Hole) (ASTM D4647).....	\$300.00/test
Permeability Coefficient (ASTM D2434)	\$150.00/test



Percolation Rate (Field Test).....	By Quote
SO ⁴ /pH/CL/EC (Sulfate/pH/Chloride)	\$150.00/set
Thermal Conductivity of Soils and Soft Rock by Thermal Needle Probe (ASTM D5334)	\$250.00/test

SOIL STRENGTH, SHEAR AND CONSOLIDATION TEST

Consolidation (4-Points) (ASTM D2435)	\$150.00/test
Direct Shear (3-Point Curve) (ASTM D3080)	\$200.00/test
Unconfined Compression (ASTM D2166).....	\$200.00/test
Soil Strength Specimen Preparation & Testing (Cement / Lime) (Various Methods)	By Quote

ASPHALT & AGGREGATE TESTING OR INSPECTIONS

ASPHALTIC CONCRETE TESTING

HVEEM Method Max Density Compaction (CTM-304, Set of 3, Lab Mixed).....	\$300.00/set
HVEEM Method Max Density Compaction (CTM-304, Set of 3, Pre-Mixed)	\$200.00/set
Marshall Method Max Density Compaction (ASTM D1559, Set of 3, Lab Mixed).....	\$300.00/set
Marshall Method Max Density Compaction (ASTM D1559, Set of 3, Pre-Mixed)	\$200.00/set
Theoretical Maximum Specific Gravity/Density (RICE) (CTM-309)	\$175.00/test
Bitumen Content by Ignition Oven (CTM-382).....	\$200.00/test
Mix Design Ignition Oven Correction Factor Determination @ 538°C or 482°C(CTM-382)	\$720.00/ea.
Moisture Content of Bituminous Mixtures (CTM-370)	\$50.00/test
Reclaimed Asphalt Paving (RAP) Oil Content (CTM-LP9)	\$200.00/test
Reclaimed Asphalt Paving (RAP) Moisture Content (CTM-LP9).....	\$30.00/test
Bulk Specific Gravity and Density of Asphalt Cores (CTM-308)	\$20.00/ea.
Test Preparation of Drilled Asphalt Cores (Saw Cuts for Layer Separation).....	\$10.00/ea.
Stabilometer “S” Value of Bituminous Mixtures (CTM-366 Set of 3 + Compaction)	\$200.00/set

AGGREGATE TESTING

Combined Aggregate Gradation (CTM-202) (ASTM C117 & C136)	\$200.00/test
Split Coarse Aggregate Gradation (CTM-202) (ASTM C117 & C136)	\$100.00/split
Sand Equivalent (CTM-217)	\$100.00/test
Percentage Crushed Particles (CTM-205).....	\$150.00/test
Specific Gravity of Coarse Aggregate (CTM-206) (ASTM D127).....	\$100.00/test
Specific Gravity of Fine Aggregate (CTM-207) (ASTM D128).....	\$150.00/test
Durability Index (DI) (Coarse) (CTM-229)	\$220.00/test
Durability Index (DI) (Fine) (CTM-229)	\$220.00/test
Cleanness Value (CV) (CTM-227).....	\$210.00/test
Abrasion by use of LA Rattler Machine (CTM-211)	\$350.00/test
Organic Impurities (ASTM C40)	\$100.00/test



CONCRETE / MASONRY TESTING OR INSPECTIONS

CONCRETE TESTING

Compressive Strength of Concrete Cylinders (ASTM C39 / CTM-521) (Set of 4)	\$100.00/set
Compressive Strength of Concrete Cylinders (ASTM C39 / CTM-521) (Individual >4)	\$25.00/ea.
Flexural Test of Concrete Beams (ASTM C78)	\$150.00/ea.
Compressive Strength of Drilled Concrete Cores (ASTM C42)	\$50.00/ea.
Test Preparation of Drilled Cores or Cast Cylinders (Saw Cuts)	\$10.00/ea.
Compressive Strength of Lightweight Insulating Concrete Cylinders (ASTM C495)	\$50.00/ea.
Unit Weight of Structural Lightweight Concrete (ASTM C567)	\$100.00/test
Air Content of Freshly Mixed Concrete (ASTM C231)	\$100.00/test
Concrete Moisture/Alkali Test Kit (ASTM F1869)	\$75.00/test
Concrete Relative Humidity Probe (ASTM F2170)	\$75.00/test

MASONRY TESTING

Compressive Strength of Grout (ASTM C942) (Set of 3)	\$100.00/set
Compressive Strength of Mortar (ASTM C109) (Set of 3)	\$100.00/set
Compressive Strength of Drilled Masonry Cores (ASTM C42)	\$50.00/ea.
Masonry Core Shear Test	\$50.00/test
Compressive Strength of Grouted Masonry Prism (ASTM C1314)	\$450.00/set
Test Preparation of Grouted Masonry Prism (Saw Cutting)	By Quote
Compressive Strength of Concrete Masonry Unit (CMU) (3 Required) (ASTM C140)	\$300.00/set
Moisture, Absorption & Unit Weight of CMU (3 Required) (ASTM C140)	\$150.00/set
Shrinkage of CMU (3 Required) (ASTM C426)	\$450.00/set

STRUCTURAL TESTING OR INSPECTIONS

REINFORCING STEEL

Tensile Strength & Bend Test # 3 through # 8 (ASTM A615/A706)	\$100.00/test
Tensile Strength & Bend Test # 9 through # 11 (ASTM A615/A706)	\$200.00/test
Tensile Strength # 14 or #18 (ASTM A615/A706)	By Quote
Bend Test # 14 or #18 (ASTM A615/A706)	By Quote

WELDING INSPECTION

Visual Field or Shop Welding Inspection	\$85.00/hr.
Ultrasonic Field or Shop Testing	\$120.00/hr.



STRUCTURAL STEEL

Spray Applied Fireproofing Inspection	\$85.00/hr.
Spray Applied Fireproofing Density Tests	\$100.00/test
Spray Applied Fireproofing Adhesion Tests	\$50.00/test
Tensile Strength (ASTM A36)	By Quote
Bend Test (ASTM A36)	By Quote
Sample Preparation.....	By Quote

STRUCTURAL BUILDING (Shear Wall / Roofing)

Shear Panel Inspection.....	\$100.00/hr.
Roof Installation Inspection.....	By Quote
Glu-Lam Inspection.....	By Quote
Cut Analysis of Built-Up Roofs	\$200.00/ea.
Roof Tile Strength Test - Clay or Concrete (5 Required).....	\$100.00/test
Roof Tile Absorption Test - Clay or Concrete (5 Required)	\$60.00/test

STRUCTURAL BOLTING

Structural Bolts - Bolt/Nut/Washer (Proof Load, Tensile, Hardness)	\$600.00/set of 3
Structural Anchor Bolts - Bolt/Nut/Washer (Proof Load, Tensile, Hardness)	By Quote

BRINELL HARDNESS

Standard Indenter for Steel or Cast Iron (F Pins) (ASTM E10)	\$50.00/ea.
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EQUIPMENT & MATERIALS

MISCELLANEOUS EQUIPMENT

Service Truck / Flat Bed Truck (Mileage Charged Separately)	\$150.00/day
Concrete/Asphalt/Masonry Coring Rig	\$200.00/day
Hydraulic Pull Test Equipment (Up to 24 Tons).....	\$100.00/day
Hydraulic Pull Test Equipment (25 Tons to 50 Tons).....	\$200.00/day
“S” Beam Load Cell (0.5 Tons to 5 Tons).....	\$100.00/day
Auto-Read Floor Profiler (Floor Flatness Dipstick).....	\$400.00/day
Pachometer - Rebar Locator	\$100.00/day
Schmidt Hammer.....	\$100.00/day
Ultrasonic Testing Equipment	\$150.00/day
Skidmore-Wilhelm Device (Model MZ).....	\$250.00/day
Skidmore-Wilhelm Device (Model H)	\$300.00/day
Calibrated Torque Wrench (Large)	\$75.00/day
Calibrated Torque Wrench (Small)	\$25.00/day
Steam Cleaning Unit.....	\$200.00/day
Generator	\$100.00/day



2022 FEE SCHEDULE

Roto Hammer / Demo Hammer.....	\$25.00/day
Submersible Pump.....	\$150.00/day
Water Level Meter.....	\$50.00/day
Water Quality Test Meter.....	\$50.00/day
Paint Thickness Meter.....	\$75.00/day

GEOPHYSICAL TESTING & EQUIPMENT

Ground Penetrating Radar (GPR) - Noggin 100.....	\$500.00/site/day
Utiliguard Locating System (Ditchwitch).....	\$200.00/site/day
Nimbus Seismograph.....	\$500.00/test
Resistivity Meter (A-Spacings).....	\$300.00/test
Ground Rod Resistivity Meter.....	\$100.00/day
Downhole Geophones.....	By Quote
Magnetometer.....	By Quote
Neutron Moisture Gauge.....	By Quote



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Resolution No. 11, Grant agreement between the California Energy Commission (CalSHAPE) and Orcutt Union School District.

BACKGROUND: This grant agreement between the California Energy Commission and Orcutt Union School District is funded by the School Energy Efficiency Stimulus Program, which in part provides grants to assess, maintain, adjust, repair, or upgrade heating, ventilation, and air condition systems. This grant program is referred to as the California Healthy Air, Plumbing, and Efficiently (CalSHAPE) Ventilation Program.

RECOMMENDATION: It is recommended that the Board of Trustees accept a grant up to \$674,867.40 and accept all grant agreement terms and conditions for funding from California Energy Commission (agreement attached).

FUNDING: Fund 14 (Approximately \$674,867.40)

**California Schools Healthy Air, Plumbing, and Efficiency Program
Governing Body Resolution**

RESOLUTION NO. _____

Resolution of

Name of Local Educational Agency

WHEREAS, the California Energy Commission's California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances;

NOW THEREFORE, BE IT RESOLVED, that _____

authorizes _____ *Governing Body*
to apply for a

LEA Name

grant from the California Energy Commission to implement a CalSHAPE Program project.

BE IT ALSO RESOLVED, that in compliance with the California Environmental Quality Act (CEQA), _____ finds that the activity funded by

Governing Body

the grant is (Please select one)

not a project because _____

OR

a project that is exempt under _____ because

OR

a project and _____ document was prepared.

BE IT ALSO RESOLVED, that if recommended for funding by the California Energy Commission, the _____ authorizes _____

Governing Body

LEA Name

to accept a grant up to \$ _____ and accept all grant agreement

Grant Amount Requested

terms and conditions.

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of December 14, 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 is required to annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to Education Code Sections 52853(b) and 52855.

Orcutt's SPSAs have five common goal areas: raising English/language arts achievement, raising mathematics achievement, increasing attendance, improving school culture, and reducing suspensions. The goals are in alignment with the Orcutt Union School District's strategic plan and Local Control and Accountability Plan (LCAP).

Recommendation

At the December 14 school board meeting we will present School Plans for Student Achievement for five schools: Patterson Road School, Pine Grove School, Ralph Dunlap School, the Orcutt School for Independent Study, and Orcutt Junior High 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	Patterson Road Elementary School
Address	400 Patterson Road Santa Maria, CA 93455
County-District-School (CDS) Code	42-69260-6045793
Principal	Nikki Sorensen
District Name	Orcutt Union School District
SPSA Revision Date	November 7, 2022

Schoolsite Council (SSC) Approval Date

November 9, 2022

Local Board Approval Date

December 14, 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:

To serve the unique academic, physical, social, and emotional needs of students in order to provide each student with the highest quality education, inspire a passion for learning, and make meaningful connections that propel children to become lifelong learners.

Vision:

At Patterson Road School we believe there are no limits to the academic potential of our students, and there are no excuses for not maximizing this potential for individuals' success. As staff members of Patterson Road, we are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes that every student is capable of academic proficiency in all subject areas. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice targeted instruction to build the intellectual ability of our students to do rigorous work. We will address challenges through candid collaboration as a team. We will work together to provide all of our students a school community that provides a positive, safe environment where children feel empowered to achieve high levels of learning. Students are recognized for their character, academic achievement, and attendance. We believe that the driving force of our school's success is through the collaboration of our administration, teachers, staff, students, parents, and the community.

In order to achieve this vision for the 2022-23 school year, Patterson Road School is continuing to focus on High Quality First Instruction for all students and all sub-groups.

This High Quality First Instruction includes the Instructional Focus Areas listed below:

****Continue implementation of the district adopted Common Core English Language Arts Curriculum. Focus in ELA will include:**

*Focus on writing mechanics, structure and genre, and writing across content areas utilizing Wonders Curriculum and District Writing Binders.

*Utilizing Tier 1 PLC to structure ELA curriculum across grade levels and pacing standards for each grade level.

****Continue implementation of the district adopted Common Core Math Curriculum. Focus in Math will include:**

*Focus on building number sense, using manipulatives, practicing problem solving techniques, and building academic vocabulary.

*Utilizing Tier 1 PLC to structure Math curriculum across grade levels and pacing standards for each grade level.

****Continue and expand implementation of a Multi-Tiered System of Supports (MTSS) -- Universal screening for ELA and Math, intervention for ELA and Math, and bi-weekly Progress Monitoring with flexible intervention grouping.**

School Profile

The Orcutt Union School District's Mission is as follows: Opportunities for learning are limitless. The Orcutt Union School District's mission is to nurture, educate, empower, and inspire our children to successfully navigate and thrive in an ever changing world.

Patterson Road Elementary School is located in the northern region of Santa Barbara County and serves students in grades kindergarten through six following a traditional calendar.

For the 2022-2023 school year, 614 students are enrolled, including 10.55% in special education, 10.55% classified as English Language Learners, and 37.7% socioeconomically disadvantaged.

English Language Learners: English Learners represent 10.55% 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 10.55% of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services 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.

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:
9/20/22
11/9/22

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:

9/12/2022 & 0/10/2022 - Met with PTA to share school site goals and proposed SPSA
10/19/2022 - Met with school staff at a regularly scheduled staff meeting to review SPSA plan, relevant data, and school goals
10/28/2022 & 11/9/2022 - Met with SSC to review final draft of SPSA and approve completed plan to be forwarded for School Board approval
11/17/2022 - Met with ELAC 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	1.09%	0.9%	0.84%	7	5	5
African American	0.93%	0.9%	1.51%	6	5	9
Asian	1.09%	0.9%	1.17%	7	5	7
Filipino	0.62%	0.5%	0.67%	4	3	4
Hispanic/Latino	43.15%	45.5%	49.50%	277	257	296
Pacific Islander	0%	%	%	0		
White	42.06%	38.4%	34.62%	270	217	207
Multiple/No Response	8.1%	8.1%	7.69%	52	46	46
	Total Enrollment			642	565	598

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	95	53	80
Grade 1	77	92	64
Grade 2	83	68	96
Grade3	91	81	77
Grade 4	93	91	86
Grade 5	84	95	97
Grade 6	119	85	98
Total Enrollment	642	565	598

Conclusions based on this data:

1. Overall enrollment has remained relatively steady with fluctuations between grade levels.
2. The largest student subgroup is Hispanic/Latino and has steadily increased over three years.
3. The second largest student subgroup is White and has steadily decreased over three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	54	43	58	8.4%	7.60%	9.7%
Fluent English Proficient (FEP)	19	18	20	3.0%	3.20%	3.3%
Reclassified Fluent English Proficient (RFEP)	11	4		15.1%	0.70%	

Conclusions based on this data:

1. The percentage of English Learners (EL) has fluctuated over three years.
2. The percentage of Fluent English Proficient (FEP) students has remained relatively consistent over three years.
3. The percentage of Reclassified Fluent English Proficient (RFEP) students has increased over three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	88	83	79	88	0	77	88	0	77	100	0.0	97.5
Grade 4	85	92	91	83	0	91	83	0	91	97.6	0.0	100.0
Grade 5	119	96	98	119	0	95	119	0	95	100	0.0	96.9
Grade 6	102	93	97	102	0	95	102	0	95	100	0.0	97.9
All Grades	394	364	365	392	0	358	392	0	358	99.5	0.0	98.1

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	2445.		2427.	28.41		22.08	30.68		23.38	25.00		27.27	15.91		27.27
Grade 4	2454.		2478.	22.89		35.16	26.51		23.08	12.05		19.78	38.55		21.98
Grade 5	2499.		2483.	22.69		15.79	31.93		30.53	18.49		23.16	26.89		30.53
Grade 6	2527.		2523.	24.51		15.79	28.43		30.53	15.69		29.47	31.37		24.21
All Grades	N/A	N/A	N/A	24.49		22.07	29.59		27.09	17.86		24.86	28.06		25.98

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	23.86		16.88	50.00		64.94	26.14		18.18
Grade 4	20.48		18.68	42.17		60.44	37.35		20.88
Grade 5	26.05		12.63	51.26		67.37	22.69		20.00
Grade 6	25.49		15.96	36.27		56.38	38.24		27.66
All Grades	24.23		15.97	45.15		62.18	30.61		21.85

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	28.41		18.18	52.27		57.14	19.32		24.68
Grade 4	22.89		24.18	48.19		53.85	28.92		21.98
Grade 5	34.45		18.95	40.34		54.74	25.21		26.32
Grade 6	25.49		18.95	55.88		56.84	18.63		24.21
All Grades	28.32		20.11	48.72		55.59	22.96		24.30

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	23.86		6.49	68.18		79.22	7.95		14.29
Grade 4	21.69		13.19	56.63		67.03	21.69		19.78
Grade 5	17.65		10.53	58.82		67.37	23.53		22.11
Grade 6	22.55		20.21	50.98		58.51	26.47		21.28
All Grades	21.17		12.89	58.42		67.51	20.41		19.61

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.

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	26.14		19.48	60.23		63.64	13.64		16.88
Grade 4	21.69		18.68	42.17		70.33	36.14		10.99
Grade 5	21.85		12.63	52.10		66.32	26.05		21.05
Grade 6	31.37		13.68	42.16		68.42	26.47		17.89
All Grades	25.26		15.92	49.23		67.32	25.51		16.76

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:

- Analysis of CAASPP ELA results from 2016-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard over the three year period (2016-2019).

The CAASPP assessment was not administered in Spring 2020 or 2021 due to school closure (COVID-19 pandemic).

Data collected from the SBAC ELA administration from Spring of 2022 shows a decline in the number of students performing in the at or above standards levels in all grade levels.

2. Analysis of CAASPP ELA results from 2016-2019 shows an overall increase in percentage of students who scored Standard Not Met in grades 4th and 6th over the four year period (2016-2019). Data collected from the SBAC ELA administration from Spring of 2022 shows an increase in the number of students performing in the below standard levels in all grade levels.
3. Analysis of CAASPP ELA results from 2016-2019 shows a decrease in percentage of students who scored Exceeded Standard in 4th grade over the four year period (2016-2019). Although it was a decrease, the number had remained relatively stable(24% in 2016 and 23% in 2019). As of the 21-22 administration, all grade levels showed relatively similar performance in all areas.

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	88	83	79	88	0	77	88	0	77	100	0.0	97.5
Grade 4	85	92	91	83	0	91	83	0	91	97.6	0.0	100.0
Grade 5	119	96	98	119	0	95	119	0	95	100	0.0	96.9
Grade 6	102	93	97	102	0	95	102	0	95	100	0.0	97.9
All Grades	394	364	365	392	0	358	392	0	358	99.5	0.0	98.1

* 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	2426.		2423.	11.36		15.58	36.36		31.17	27.27		23.38	25.00		29.87
Grade 4	2449.		2463.	15.66		18.68	20.48		28.57	28.92		26.37	34.94		26.37
Grade 5	2486.		2472.	21.01		13.68	15.13		20.00	23.53		27.37	40.34		38.95
Grade 6	2523.		2523.	31.37		24.21	19.61		21.05	19.61		23.16	29.41		31.58
All Grades	N/A	N/A	N/A	20.41		18.16	22.19		24.86	24.49		25.14	32.91		31.84

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	27.27		20.78	38.64		49.35	34.09		29.87
Grade 4	25.30		28.57	25.30		40.66	49.40		30.77
Grade 5	29.41		12.63	21.01		49.47	49.58		37.89
Grade 6	40.20		22.11	24.51		45.26	35.29		32.63
All Grades	30.87		20.95	26.79		46.09	42.35		32.96

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	27.27		16.88	42.05		61.04	30.68		22.08
Grade 4	24.10		14.29	40.96		61.54	34.94		24.18
Grade 5	18.49		8.42	38.66		58.95	42.86		32.63
Grade 6	31.37		18.95	36.27		50.53	32.35		30.53
All Grades	25.00		14.53	39.29		57.82	35.71		27.65

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	20.45		20.78	64.77		55.84	14.77		23.38
Grade 4	20.48		18.68	39.76		53.85	39.76		27.47
Grade 5	12.61		10.53	50.42		52.63	36.97		36.84
Grade 6	26.47		17.89	38.24		57.89	35.29		24.21
All Grades	19.64		16.76	48.21		55.03	32.14		28.21

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.

Conclusions based on this data:

- Analysis of CAASPP Math results from 2016-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard in 3rd, 4th, 5th, and 6th grade over the three year period (2016-2019)

The CAASPP assessment was not administered in Spring 2020 or 2021 due to school closure (COVID-19 pandemic)
The 21-22 administration shows an approximately 10 point decrease in percent of student performing above standard
- Analysis of CAASPP Math results from 2016-2019 shows an increase in percentage of students who scored Standard Not Met in 4th and 5th grade over the three year period (2016-2019). This continues to be an area of need.
While Math is an area of relative need for the site, the overall achievement levels on the 21-22 assessment when compared to the 18-19 assessment are similar.
- Analysis of the 21-22 data shows that Problem Solving and Communicating Reasoning are areas needing more attention.

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	*	*	*	*	*	*	*	*	*	*	4	6
1	*	1430.6	*	*	1445.4	*	*	1415.3	*	5	12	6
2	*	*	1462.3	*	*	1472.6	*	*	1451.9	8	*	12
3	*	*	*	*	*	*	*	*	*	8	*	5
4	*	*	*	*	*	*	*	*	*	5	9	10
5	1538.2	*	*	1547.3	*	*	1528.6	*	*	18	10	10
6	1531.4	*	*	1533.2	*	*	1528.9	*	*	13	*	6
All Grades										60	44	55

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	*	8.33	*	*	8.33	*	*	41.67	*	*	41.67	*	*	12	*
2	*	*	8.33	*	*	33.33	*	*	33.33	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	27.78	*	*	38.89	*	*	27.78	*	*	5.56	*	*	18	*	*
6	23.08	*	*	38.46	*	*	30.77	*	*	7.69	*	*	13	*	*
All Grades	18.33	4.55	16.36	43.33	31.82	38.18	30.00	43.18	30.91	8.33	20.45	14.55	60	44	55

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	*	8.33	*	*	25.00	*	*	50.00	*	*	16.67	*	*	12	*
2	*	*	16.67	*	*	33.33	*	*	25.00	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	55.56	*	*	27.78	*	*	11.11	*	*	5.56	*	*	18	*	*
6	38.46	*	*	46.15	*	*	7.69	*	*	7.69	*	*	13	*	*
All Grades	38.33	18.18	38.18	36.67	43.18	32.73	16.67	29.55	16.36	8.33	9.09	12.73	60	44	55

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	*	8.33	*	*	0.00	*	*	41.67	*	*	50.00	*	*	12	*
2	*	*	0.00	*	*	16.67	*	*	50.00	*	*	33.33	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	0.00	*	*	27.78	*	*	61.11	*	*	11.11	*	*	18	*	*
6	7.69	*	*	30.77	*	*	23.08	*	*	38.46	*	*	13	*	*
All Grades	5.00	6.82	1.82	31.67	9.09	21.82	43.33	43.18	45.45	20.00	40.91	30.91	60	44	55

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	*	8.33	*	*	66.67	*	*	25.00	*	*	12	*
2	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	27.78	*	*	66.67	*	*	5.56	*	*	18	*	*
6	23.08	*	*	61.54	*	*	15.38	*	*	13	*	*
All Grades	23.33	11.36	29.09	66.67	70.45	54.55	10.00	18.18	16.36	60	44	55

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	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*
2	*	*	33.33	*	*	41.67	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	83.33	*	*	11.11	*	*	5.56	*	*	18	*	*
6	53.85	*	*	46.15	*	*	0.00	*	*	13	*	*
All Grades	51.67	50.00	58.18	43.33	40.91	27.27	5.00	9.09	14.55	60	44	55

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	*	8.33	*	*	25.00	*	*	66.67	*	*	12	*
2	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	16.67	*	*	66.67	*	*	16.67	*	*	18	*	*
6	7.69	*	*	38.46	*	*	53.85	*	*	13	*	*
All Grades	8.33	4.55	7.27	61.67	45.45	52.73	30.00	50.00	40.00	60	44	55

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	*	8.33	*	*	33.33	*	*	58.33	*	*	12	*
2	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	5.56	*	*	88.89	*	*	5.56	*	*	18	*	*
6	23.08	*	*	53.85	*	*	23.08	*	*	13	*	*
All Grades	11.67	4.55	5.45	76.67	56.82	70.91	11.67	38.64	23.64	60	44	55

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 shows a relative strength in Oral Language--Listening and Speaking.
2. The performance of English Learner students shows an area of needed growth in Written Language--Writing and Reading.
3. The lowest percentage of level 4 scores is in the Reading Domain. The highest percentage of level 4 scores is in the Speaking Domain.

School and Student Performance Data

Student Population

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
616	37.82	10.55	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	10.55
Foster Youth	1	0.2
Homeless	9	1.6
Socioeconomically Disadvantaged	213	37.82
Students with Disabilities	69	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9
American Indian or Alaska Native	5	0.9
Asian	5	0.9
Filipino	3	0.5
Hispanic	257	45.5
Two or More Races	46	8.1
Native Hawaiian or Pacific Islander		
White	217	38.4

Conclusions based on this data:

1. There has been an increase of the Students with Disabilities population.

2. There has been a small decrease in the Socioeconomically Disadvantaged population. The Socioeconomically Disadvantaged is the largest student group.
3. The largest student group by race/ethnicity is the Hispanic student group.





School and Student Performance Data

Overall Performance

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
<p data-bbox="186 667 479 699">English Language Arts</p>  <p data-bbox="297 751 367 779">Green</p>	<p data-bbox="673 667 950 699">Chronic Absenteeism</p>  <p data-bbox="784 751 854 779">Green</p>	<p data-bbox="1177 667 1404 699">Suspension Rate</p>  <p data-bbox="1255 751 1325 779">Orange</p>
<p data-bbox="251 867 414 898">Mathematics</p>  <p data-bbox="297 951 367 978">Yellow</p>		

Conclusions based on this data:

1. English Language Arts and Chronic Absenteeism are in the green range on the dashboard.
2. Math performance is in the yellow range on the dashboard.
3. Suspension is rated lowest on the dashboard showing an area of need (orange).

School and Student Performance Data

Academic Performance English Language Arts

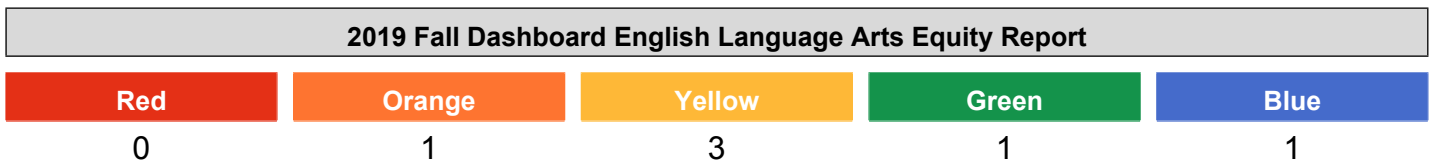
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>1 points below standard</p> <p>Increased ++14.3 points</p> <p>383</p>	<p>English Learners</p> <p>Yellow</p> <p>33.4 points below standard</p> <p>Increased Significantly ++16.2 points</p> <p>60</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>39.1 points below standard</p> <p>Increased ++12.4 points</p> <p>164</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>102.2 points below standard</p> <p>Increased Significantly ++27.4 points</p> <p>70</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.7 points below standard Increased ++9 points 191	 Green 29.5 points above standard Maintained -0.1 points 31	 No Performance Color 0 Students	 Blue 26.2 points above standard Increased Significantly ++24.4 points 142

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.4 points below standard Declined -8.6 points 44	79.6 points above standard 16	4 points above standard Increased ++13.6 points 318

Conclusions based on this data:

- In the area of English Language Arts, growth was demonstrated by All Students (14.3 point increase) and all student groups: English Learners (16.2 point increase), Socioeconomically Disadvantaged (12.4 point increase), Students with Disabilities (27.4 point increase).
- In the area of English Language Arts, performance of groups by Race/Ethnicity show all groups maintained or increased performance levels: Hispanic (increased 9 points), Two or more races (maintained 0.1 decrease), White (24.2 point increase)
- In the area of English Language Arts, performance on the dashboard shows no groups in the Red and only one group in orange (students with disabilities).

School and Student Performance Data

Academic Performance Mathematics

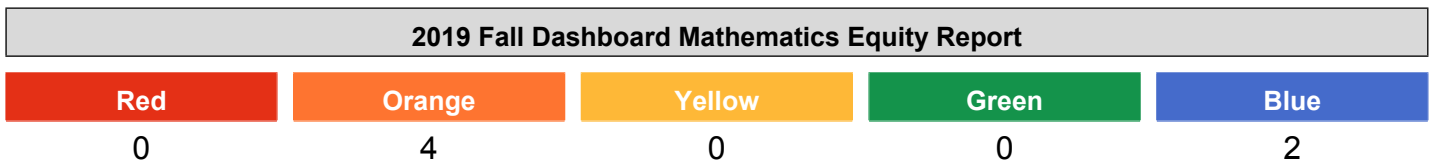
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>27.9 points below standard</p> <p>Increased ++8.4 points</p> <p>383</p>	<p>English Learners</p> <p>Orange</p> <p>70.4 points below standard</p> <p>Declined -10.2 points</p> <p>60</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>65.6 points below standard</p> <p>Maintained ++0.9 points</p> <p>164</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>142.3 points below standard</p> <p>Increased Significantly ++16.8 points</p> <p>70</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.5 points below standard Maintained -2.5 points 191	 Blue 18.4 points above standard Increased Significantly ++22.7 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 0.1 points above standard Increased Significantly ++21.8 points 142

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
117.4 points below standard Declined Significantly -39.3 points 44	58.7 points above standard 16	20.7 points below standard Increased ++11.4 points 318

Conclusions based on this data:

1. In the area of Math, growth was demonstrated by All Students (8.4 point increase) and Socioeconomically Disadvantaged (16.8 point increase).
2. In the area of Math, one group decreased overall--English Learners declined -10.2 points. (orange on dashboard).
3. In the area of Math, two groups maintained previous proficiency levels-- Hispanic (56.5 points below standard) and Socioeconomically Disadvantaged (65.6 points below standard)

School and Student Performance Data

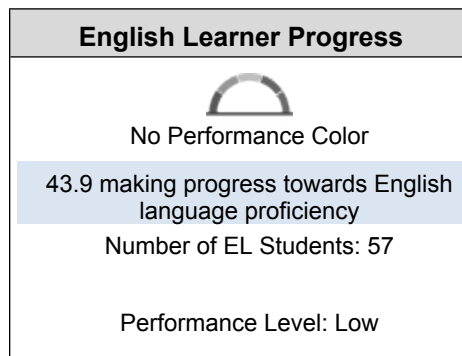
Academic Performance English Learner Progress

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
24.5	31.5	7.0	36.8

Conclusions based on this data:

1. 75.4% of English Learners maintained level or progressed one level.
2. 24% of English Learners decreased a level.
3. 43.9% of English Learners are Level 4 or progressing at least one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

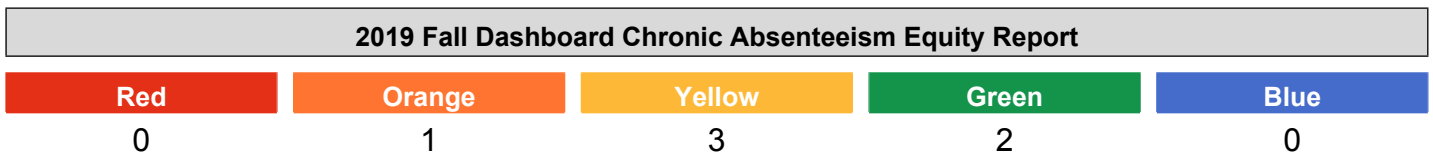
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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> Green 7 Declined -0.7 661	<p>English Learners</p> Green 4.1 Declined -3.3 73	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Yellow 10.7 Declined -0.8 290	<p>Students with Disabilities</p> Orange 14.6 Increased +2.2 96

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.5 Maintained -0.2 307	 Green 5.6 Declined -4.2 71	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 6.9 Maintained 0 261

Conclusions based on this data:

1. Of the student groups, students with disabilities (96 students) have the highest rate of chronic absenteeism (14.6%).
2. Four groups improved (declined) in chronic absenteeism-- AI Students (0.7 decline), English Learners (3.3 decline), Socioeconomically disadvantaged (0.8 decline), and two or more races (4.2 decline).
3. One group increased in chronic absenteeism-- Students with disabilities (2.2 increase)

School and Student Performance Data

Conditions & Climate Suspension Rate

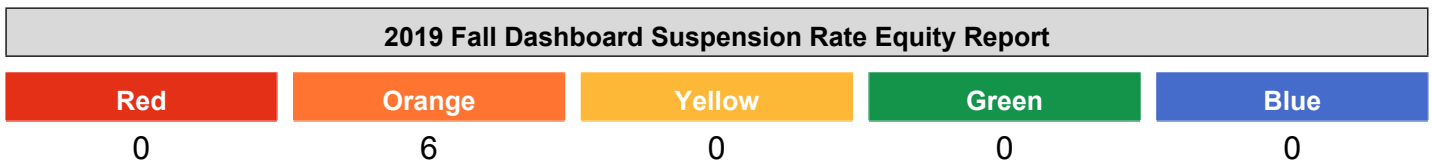
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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> <p>Orange</p> <p>1.5</p> <p>Increased +0.3</p> <p>668</p>	<p>English Learners</p> <p>Orange</p> <p>1.3</p> <p>Increased +1.3</p> <p>76</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</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>2.4</p> <p>Increased +0.9</p> <p>294</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>5.2</p> <p>Increased +5.2</p> <p>96</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">1.6</div> Increased +0.4 307	 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">1.4</div> Increased +1.4 71	 No Performance Color Less than 11 Students - Data 0	 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">1.5</div> Increased +0.4 267

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
1.2	1.2	1.5

Conclusions based on this data:

1. All student groups showed an increase in the number of suspensions earned.
2. All student groups are in orange or red for suspension rate.
3. The overall suspension rate remained below 2%, but increased from 1.2 to 1.5.

Annual Review and Update

SPSA Year Reviewed: 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
NWEA-MAP Grades 1-6 % students scoring "Hi" and "HiAvg"	The percentage of students scoring "Hi" or "HiAvg" will increase by 5% as measured by NWEA Reading Assessment Goal for Spring 2022: Grades 1-6 21.73% Hi 27.83% HiAvg	Grades 1-6 16.73% Hi (16.73% 2021) (Goal 21.73%) 27.16% HiAvg (22.83% 2021) (Goal 27.83%)
NWEA-MAP Grades 1-6 % students scoring "Low"	The percentage of students scoring "Low" and "LoAvg" will decrease by 5% as measured by NWEA Reading Assessment Goal for Spring 2022: Grades 1-6 17.24% LoAvg 9.76% Low	Grades 1-6 18.16% LoAvg (14.76% 2021) (Goal 17.25) 19.3% Low (22.24% 2021) (Goal 9.76)
Acadience Reading Grade K % of students scoring "At or Above Benchmark" on Composite Score	The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score will increase by 5% Goal for 2022: 42% "At or Above Benchmark" benchmark	The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score was 51%. (Goal 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	Teachers continued their use of district-adopted textbook programs in English/language arts. TOSAs focused on supporting teachers with utilization of essential components in the adopted texts and with pacing.	Support for lead PLC teachers (stipend) is provided by the district using LCFF-Supplemental funds. None Specified District Funded 0.00 Professional development	Lead PLC teachers (stipend) provided by the district using LCFF-Supplemental funds. None Specified District Funded 0 Teachers did not attend additional conferences and workshops due to

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Full-day kindergarten was implemented and provided participating students additional instruction in prereading and early reading skills.</p> <p>Full-day kindergarten classes were staffed with an instructional assistant to lower adult-student ratio during core E/LA.</p>	<p>Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 5000.00</p>	<p>COVID restrictions and staffing (substitute) shortages. District provided professional development opportunities during PLC time and after school. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0</p>
<p>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.</p>	<p>Kindergarten and 1st grade teachers have adopted the Heggerty Phonemic Awareness Curriculum, which sets up students for future reading success.</p>	<p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0.00</p>	<p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>
<p>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>Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. These opportunities were offered after school by the TOSA team.</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>The TOSA team will provide support for</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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>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. 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</p>	<p>NWEA testing and Acadience Reading assessments returned to a normal administration schedule in 2021-2022.</p> <p>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>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 Title I Part A: Targeted Assistance Program 1667.00</p>	<p>Specials Teachers provided PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes provided for SST meetings 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 500</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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. 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>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) Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive</p>	<p>The SIPPS reading intervention program resumed to an in-person format during 2021-2022.</p> <p>With support from TOSAs, hourly support teachers administered Acadience assessments to all students in grades K-3 and to identified students in grades 4-6.</p> <p>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 (progress monitoring).</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 6932.00</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 4300.00</p> <p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 39727</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 4273.00</p>	<p>Certificated Hourly Salaries and Benefits for hourly intervention teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 27,688.00</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 1,236.00</p> <p>Certificated Hourly Salaries and Benefits for hourly intervention teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 55,619.00</p> <p>Purchased the STAR reading assessment for progress monitoring of reading achievement. 4000-4999: Books And</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>			Supplies LCFF - Supplemental 2,850.00

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. 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. The percentage of students in grades 1-6 demonstrating or exceeding mastery (RIT chart Level 3 or 4) on Spring 2022 NWEA Reading Assessment was 43.9%.

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

Teachers did not attend additional conferences and workshops due to COVID restrictions and staffing (substitute) shortages. District provided professional development opportunities during PLC time and after school.

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 sub-groups will demonstrate growth on state and local measures in the area of Math with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
NWEA-MAP Grades 1-6 % students scoring "Hi" and "HiAvg"	<p>The percentage of students scoring "Hi" or "HiAvg" will increase by 5% as measured by NWEA Math Assessment</p> <p>Goal for Spring 2022: Grades 1-6 60% Hi or HiAvg</p>	<p>The percentage of students scoring "Hi" or "HiAvg" as measured by NWEA Math Assessment:</p> <p>Combined 32.46% Grades 1-6 11.16% Hi (10.87% 2021) (Combined Goal 60%) 21.3% HiAvg (19.17% 2021) (Combined Goal 60%) Actual 32.46%</p>
NWEA-MAP Grades 1-6 % students scoring "Low"	<p>The percentage of students scoring "Low" and "LoAvg" will decrease by 5% as measured by NWEA Math Assessment</p> <p>Goal for Spring 2022: Grades 1-6 16.15% LoAvg 24.45% Low</p>	<p>The percentage of students scoring "Low" and "LoAvg" as measured by NWEA Math Assessment:</p> <p>Grades 1-6 24.3% LoAvg (21.15% 2021) (Goal 16.5%) 28.5% Low (28.5% 2021) (Goal 24.45%) Actual 52.8%</p>

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6- 8. Teachers will continue to refine use of online components and</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K-5 and CPM in grade 6).</p> <p>Zearn has been utilized as a supplemental curriculum in order to differentiate for students who need intervention or enrichment.</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Supplemental curriculum materials and technology 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 10000.00</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Supplemental curriculum materials and technology was provided by the district (district funded). 4000-4999: Books And Supplies</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult- student ratio during Core Math Instructional time.</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. All teachers working with Title I</p>	<p>TOSAs continue to support classroom teachers with implementation of the math curriculum and use of Zearn. TOSAs offered afterschool professional development sessions on the subject.</p> <p>District consultant Michele Douglass continued to work with teachers on bringing students to mastery of "hinge"(essential) math standards and on adding games to make math more engaging for students.</p> <p>TOSAs continue to support classroom teachers with implementation of the math curriculum and use of Zearn.</p> <p>Full-day kindergarten was implemented and provided participating students additional instruction in math skills. Full-day kindergarten classes were staffed with an instructional assistant to lower adult-student ratio during core instructional time.</p> <p>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>Professional development, Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 2000.00</p> <p>Math club and math bowl team supplies. Extracurricular Math curriculum, materials and supplies/ Math incentives. 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 2699.01</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Sub time to release teachers for peer observations. 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 1911.10</p>	<p>Title I Part A: Targeted Assistance Program 0</p> <p>Teachers did not attend additional conferences and workshops due to COVID restrictions and staffing (substitute) shortages. District provided professional development opportunities with Math Consultant, Dr. Michele Douglass. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0</p> <p>North County Math Super bowl was not held in 2022 due to COVID restrictions. 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 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>Due to staffing (substitute) shortages, subs were not utilized to cover classrooms for observations. 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl. Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2021-22 school year: Hinge Standards.</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.</p>	<p>SST meetings were held before, during, and after school. Interventions and instructional/behavioral accommodations were implemented.</p>	<p>Specials Teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>Specials Teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, 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. 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.</p>	<p>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, and enrichment.</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>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</p>	<p>Zearn emerged during 2021-2022 as teachers' primary means of differentiating instruction in math. Zearn is a research-based program that is available for teachers and students in grades K-6. Students can</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 0</p>	<p>District provided online math support with the Zearn software program. 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>support through on-site interventions provided by the classroom teacher and the grade level team. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math. Provide supplemental materials and online programs to support math intervention for at-risk students. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.</p>	<p>complete Zearn lessons independently.</p> <p>Targeted 30-minute math intervention blocks were aligned with PE groups two days per week.</p>	<p>Materials and On-line Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>On-line Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p>	<p>District provided online math support with the Zearn software program. 4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>On-line Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies 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.

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 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. The percentage of students in grades 1-6 demonstrating or exceeding mastery (RIT chart Level 3 or 4) on Spring 2022 NWEA Mathematics Assessment was 32.5%.

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

Supplemental curriculum materials and technology was provided by the district (district funded). Teachers did not attend additional conferences, workshops or observations due to COVID restrictions and staffing (substitute) shortages. District provided professional development opportunities with Math Consultant, Dr. Michele Douglass. The North County Math Super bowl was not held in 2022 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.

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 grade 6 and (5) teachers assigning Zearn to differentiate for students who need intervention or enrichment. Additional professional development in math needs to be available in 2022-2023.

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	Increase attendance rate to 97% for "All" students in grades K-3 and 4-6	Attendance rate for "All" students was 91.04%. Goal not met.
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup Goals for 2021-22 Chronic Absenteeism Rate: 11.27% "All" Students 28.43% English Learner 10.5 % Low Income 0% Foster Youth 28.77% Homeless 17.05% SPED	Chronic Absenteeism Rate: 29.95% "All" Students 37.04% English Learner 42.98 % Low Income 20% Foster Youth 50% Homeless 42.22% SPED

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. 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</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 school year.</p> <p>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</p>	<p>Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 750</p>	<p>No cost attendance incentives such as lunch time activities were utilized. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.</p>	<p>out of school for more than a week at a time.</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. 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).</p>	<p>As possible, teachers and office staff worked hard to recoup attendance credit by having students do short-term independent study assignments.</p> <p>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>A few severe truancy situations occurred as a result of chronic medical and mental health challenges. The school counselor and community liaison worked with families to improve these situations.</p>	<p>Additional Office assistant time to collect data, make parent contact, and refer students for attendance program 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000</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>Schoolwide engagement activities and assemblies 5000-5999: Services And Other Operating Expenditures Title I Part A: Targeted Assistance Program 1000.00</p>	<p>Additional Office assistant time utilized collect data, make parent contact, and refer students for attendance program 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,888</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>Schoolwide assemblies were limited due to COVID restrictions. Some schoolwide activities were sponsored by PTA. 5000-5999: Services And Other Operating Expenditures Title I Part A: Targeted Assistance Program 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.

The overall attendance rate for All Students was 91.04%, which did not meet the goal of 97%. Chronic absenteeism rate for All Students and subgroups increased and did not meet the goals.

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

Schoolwide assemblies were limited due to COVID restrictions. Some schoolwide activities were sponsored by PTA. No cost attendance incentives such as lunch time activities were utilized.

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. Timely interventions for truancy will be a priority.

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 2022 Student Survey October 2022 Parent Survey</p>	<p>Increase by 10% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships:</p> <p>Student Questions: There are adults at school who *really care about them (85%) *notice when they are not there (81%) *listen to them when they have something to say (82%) *are there for them when they have a problem or concern (79%) *believe they will be a success. (85%)</p> <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication:</p> <p>Parent Questions: At my child's school... *school staff communicate with parents about what is happening at the school (83%) *teachers communicate with parents about what students are expected to learn (78%) *parents feel welcome to be involved in the school (74%) *there is someone at school to talk to about a problem or concern (85%) *school staff take parent concerns seriously (76%)</p>	<p>October 2022 Student Survey Outcome: 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>Student Questions: **There are adults at school who... *really care about them (83%) (decreased by 2%) *notice when they are not there (79%) (decreased by 2%) *listen to them when they have something to say (77%) (decreased by 5%) *are there for them when they have a problem or concern (86%) (Increased by 1%) *believe they will be a success. (84%) (decreased by 1%)</p> <p>October 2022 Parent Survey Outcome: 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 (90%) (Increased by 7%) *teachers communicate with parents about what students are expected to learn (85%) (Increased by 7%) *parents feel welcome to be involved in the school (85%) (Increased by 11%) Goal Met *there is someone at school to talk to about a problem or concern (76%) (decreased by 9%) *school staff take parent concerns seriously (74%) (decreased by 2%)</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>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.</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 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>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.</p>	<p>Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0.00</p> <p>Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0.00</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>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>Community liaisons worked throughout the year to keep families of English Learners connected to the school and their children's classrooms.</p> <p>Communication with families continued,</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
<p>The district will provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>primarily via the Parent Square communication platform. The school and district worked to improve their websites. The school and district highlighted school events and student achievements on its Facebook and Instagram pages.</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 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 expenditures.

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

The district 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. Decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.</p> <p>Goal for Suspension Rate for 2021-22: <2% Suspension Rate (total) <2% Special Education <2% Socioeconomically Disadvantaged <2% English Learners</p> <p>Goal for Expulsion Rate 2020-21: 0 % Expulsion Rate (All Students)</p>	<p>Current suspension/expulsion rates : All students 4.33% Goal: <2% Socioeconomically Disadvantaged 6.14% Goal: <2% Homeless 8.33% Goal: <2% Foster 20% Goal: <2% EL 3.7% Goal: <2%</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. 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</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 0</p> <p>Materials and Incentives for the implementation of PBIS 4000-4999: Books And Supplies LCFF - Supplemental 0</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 and Incentives for the implementation of PBIS. No cost incentives such as lunch time activities were utilized. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs. The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the library makerspace, and the Yearbook Club.</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.</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) Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-</p>	<p>As stated in goal #4, 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</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>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>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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>presented on trauma informed practice.</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.

No 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 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

Proficiency in ELA

Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Language Arts.

Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Students with Disabilities, and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. 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
NWEA-MAP Grades 1-6 % students scoring "Hi" and "HiAvg"	Results from Spring 2022 E/LA NWEA assessment: Grades 1-6 16.73% Hi (16.73% 2021) (Goal 21.73%) 27.16% HiAvg (22.83% 2021) (Goal 27.83%)	The percentage of students scoring "Hi" or "HiAvg" will increase by 5% as measured by NWEA Reading Assessment Goal for Spring 2023: Grades 1-6 Combined 48.89% (43.89% 2021)
NWEA-MAP Grades 1-6 % students scoring "Low"	Results from Spring 2022 E/LA NWEA assessment: Grades 1-6 18.16% LoAvg (14.76% 2021) (Goal 17.25) 19.3% Low (22.24% 2021) (Goal 9.76)	The percentage of students scoring "Low" and "LoAvg" will decrease by 5% as measured by NWEA Reading Assessment Goal for Spring 2023: Grades 1-6 Combined 32.46 (37.46%2021)
Acadience Reading Grade K % of students scoring "At or Above Benchmark" on Composite Score	Acadience Composite Assessment for K students Spring 2022: 37 % of students scored "At or Above Benchmark" benchmark	The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score will increase by 5%

Metric/Indicator	Baseline	Expected Outcome
		Goal for 2023: 42% "At or Above Benchmark" benchmark
<p>Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Language Assessment.</p>	<p>Grades 3-6: Percentage of students meeting or exceeding standard on 2022 CAASPP ELA Assessment. 45% Third Grade 58% Fourth Grade 45% Fifth Grade 45% Sixth Grade</p> <p>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%</p>	<p>Grades 3-6: Percentage of cohort students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP ELA Assessment. 50% Fourth Grade 63% Fifth Grade 50% Sixth Grade</p> <p>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%</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.

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 0.00

Source District Funded

Budget Reference None Specified

Description Support for lead PLC teachers (stipend) is provided by the district using LCFF-Supplemental funds.

Amount 2240

Source Title I

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Description Professional development
Cost of workshops, conferences, consultants, substitutes

Amount 0.00

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	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide PLC meeting time/District Funded
Amount	0
Source	Title I
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.

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	6932.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Certificated Hourly Salaries and Benefits
Amount	4300.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program
Amount	39727
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries and Benefits
Amount	2500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Proficiency in Math

Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of Math with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement.

Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, 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 following the return from distance learning related to the global pandemic.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-6 % students scoring "Hi" and "HiAvg"	Results from Spring 2022 Math NWEA assessment: Grades 1-6 11.16% Hi (10.87% 2021) (Goal was 60%) 21.3% HiAvg (19.17% 2021) (Goal was 60%)	The percentage of students scoring "Hi" or "HiAvg" will increase by 5% as measured by NWEA Math Assessment Goal for Spring 2023: Grades 1-6 37.46% Hi or HiAvg (32.46% in 2022)
NWEA-MAP Grades 1-6 % students scoring "Low"	Results from Spring 2022 Math NWEA assessment: Grades 1-6 24.3% LoAvg (21.15% 2021) (Goal was 16.5%) 28.5% Low (29.45% 2021) (Goal was 24.45%)	The percentage of students scoring "Low" and "LoAvg" will decrease by 5% as measured by NWEA Reading Assessment Goal for Spring 2022: Grades 1-6 47.8% Low or LoAvg (52.8% in 2022)
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. 46% Third Grade	Grades 3-6: Percentage of cohort students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment.

Metric/Indicator	Baseline	Expected Outcome
	46% Fourth Grade 33% Fifth Grade 45% 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%	52% Fourth Grade 51% Fifth Grade 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 K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult- student ratio during Core Math Instructional time.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl. Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2021-22 school year: Hinge Standards.

Students to be Served by this Strategy/Activity

All Students, Title 1 Students, Students with Disabilities, English Learners

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal
Amount	6000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental curriculum materials and technology
Amount	2400
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development, Cost of workshops, conferences, consultants, substitutes
Amount	600
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Math club and math bowl team supplies. Extracurricular Math curriculum, materials and 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
Amount	1500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub time for release time for teacher observations or SST days

Strategy/Activity 2

B. PLC/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide time for PLC meetings/district funded
Amount	1234
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. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math. Provide supplemental materials and online programs to support math intervention for at-risk students. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

Students to be Served by this Strategy/Activity

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

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and On-line Math programs for Math Intervention and Support
Amount	7000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and On-line Math programs for Math Intervention and Support
Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	On-line Math programs for Math Intervention and Support/District Funded

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Engagement: Chronic Absenteeism

Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance rates for all students was 93.36% for grades K-3 and 91.38% for grades 4-6.	Increase attendance rate to 97% for "All" students in grades K-3 and 4-6
Chronic Absenteeism Rate	Chronic Absenteeism Rate 2021-22: 29.95% "All" Students 37.04% English Learner 42.98 % Low Income 20% Foster Youth 50% Homeless 42.22% SPED	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup Goals for 2022-23 Chronic Absenteeism Rate: 27.95% "All" Students 35.04% English Learner 40.98 Low Income 18% Foster Youth 48% Homeless 40.22% SPED

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition. Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Leadership Team, Teachers, PTA

Proposed Expenditures for this Strategy/Activity

Amount	750
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	1000
Source	LCFF - Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Office assistant time to collect data, make parent contact, and refer students for 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.
Amount	1000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Schoolwide engagement activities and assemblies

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
October 2023 Student Survey October 2023 Parent Survey	<p>October 2022 Student Survey: The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who...</p> <ul style="list-style-type: none">*really cares about them (82%)*notice when they are not there (80%)*listen to them when they have something to say (81%)*are there for them when they have a problem or concern (87%),*believe they will be a success (86%). <p>October 2022 Parent Survey: The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that...</p> <ul style="list-style-type: none">*school staff communicate with parents about what is happening at the school (91%)*teachers communicate with parents about what students are expected to learn (83%)*parents feel welcome to be involved in the school (85%)	<p>Increase by 10% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships:</p> <p>Questions: There are adults at school who *really care about them *notice when they are not there *listen to them when they have something to say *are there for them when they have a problem or concern *believe they will be a success.</p> <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication:</p> <p>Questions: At my child's school... *school staff communicate with parents about what is happening at the school</p>

Metric/Indicator	Baseline	Expected Outcome
	*there is someone at school to talk to about a problem or concern (76%) *school staff take parent concerns seriously (74%).	*teachers communicate with parents about what students are expected to learn *parents feel welcome to be involved in the school *there is someone at school to talk to about a problem or concern *school staff take parent concerns seriously

Planned Strategies/Activities

Strategy/Activity 1

A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 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

On-going

Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	0.00
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	0.00
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	2021-2022 0% Expulsion Rate 4.33% Suspension Rate - 6.14% Low Income 3.7% English Learners 20% 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 students and each subgroup students and for each subgroup. Decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup. Goal for Suspension Rate for 2022-23: <2% Suspension Rate (total) <2% Special Education <2% Socioeconomically Disadvantaged <2% English Learners Goal for Expulsion Rate 2022-23: 0 % Expulsion Rate (All Students)

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 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, the library makerspace, Math Team, and Battle of the Books.

Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the books, Robotics team, makerspace, student council, ASB leadership and activities, Math Super Bowl team, and Yearbook Club.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Leadership Team, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
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 and Incentives for the implementation of PBIS

Strategy/Activity 2

B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

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	78,183.00

Allocations by Funding Source

Funding Source	Amount	Balance
Site Formula Funds		
Title I	27472	0.00
LCFF - Supplemental	50711	0.00
	0	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	50,711.00
Title I	27,472.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	49,393.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	22,150.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,640.00
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	40,961.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,750.00
1000-1999: Certificated Personnel Salaries	Title I	8,432.00
4000-4999: Books And Supplies	Title I	13,400.00
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,640.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Nicole Sorensen	Principal
Elizabeth Nikkel	Parent or Community Member
Maria Serna	Parent or Community Member
Melissa Babb	Other School Staff
Melissa Matheson	Parent or Community Member
Riley Ramos	Parent or Community Member
Sarah Slezak	Classroom Teacher
Yvette Soriano	Classroom Teacher
Jon Patterson	Parent or Community Member
Jen Paige	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 9, 2022.

Attested:



Principal, Nikki Sorensen on 11/9/2022

SSC Chairperson, Melissa Babb on 11/9/2022

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	Pine Grove Elementary School
Address	1050 Rice Ranch Road Santa Maria, CA 93455
County-District-School (CDS) Code	42-69260-6045801
Principal	Michelle Boyd
District Name	Orcutt Union School District
SPSA Revision Date	October 11, 2022
Schoolsite Council (SSC) Approval Date	November 14, 2022
Local Board Approval Date	December 15, 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

At Pine Grove School, we believe that all students can learn at high levels. We set high standards for student achievement and expect all students to achieve at their maximum potential. Our staff is committed to the development of problem solvers and creative thinkers and believe that educating children for success as contributing members of society is a priority.

Vision

Pine Grove School will:

- Foster a secure and supportive learning environment
- Provide academic excellence, character development, and enrichment for all
- Utilize and incorporate technology in daily classroom learning
- Instill a desire to become life-long learners

Students will:

- Experience quality instruction
- Increase levels of achievement
- Actively engage in learning

School Profile

The Orcutt Union School District's Mission is as follows: Students at Orcutt Union School District come first. Our mission is to safely nurture, educate, inspire, and empower our children to successfully navigate and thrive in an ever changing world.

Pine Grove is located in the northern region of Santa Barbara County and serves students in grades K-6 following a traditional calendar. In 2022-2023, the school's overall demographics is as follows: 7.5% American Indian/Alaskan Native, 10% Asian, 4.8% Black/African American, and 77.2% White.

For the 2022-2023 school year, 511 students are enrolled, including 8.4% classified as English Language Learners, 12.7% students with disabilities, and 34% socioeconomically disadvantaged.

English Language Learners: English Learners represent 8.4 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 12.7 percent of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at Pine Grove include Speech & Language services, Occupational Therapy, Resource Specialist services, Adaptive Physical Education, behavior plans, and counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare communications 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 at School Leadership Team Meetings on the following dates: 10/12/2022 and 11/9/22.

Discussions included a thorough review of school data using Acadience K-6 Reading data and Spring 2022 NWEA mathematic and reading scores for grades 1-6, and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

9/21/22 and 10/19/22 - Met with Pine Grove staff to review SPSA plan and relevant data.

11/9/22 - Met with Pine Grove PTA to share school site goals and proposed SPSA.

11/9/22 - Met with ELAC to review data and the proposed SPSA.

11/14/22- Met with School Site Council to review data and approve the SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.37%	%	0.20%	2		1
African American	0.37%	0.2%	0.20%	2	1	1
Asian	1.29%	1.3%	1.43%	7	6	7
Filipino	1.66%	1.7%	1.02%	9	8	5
Hispanic/Latino	41.4%	45.4%	46.52%	224	217	227
Pacific Islander	0.18%	0.2%	0.20%	1	1	1
White	45.1%	40.8%	40.16%	244	195	196
Multiple/No Response	6.84%	6.7%	7.58%	37	32	37
	Total Enrollment			541	478	488

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	70	69	64
Grade 1	69	63	69
Grade 2	86	64	75
Grade3	65	79	67
Grade 4	75	62	84
Grade 5	75	67	61
Grade 6	101	74	68
Total Enrollment	541	478	488

Conclusions based on this data:

1. Student enrollment steadily grew between 2017-2018 and 2019-2020. Enrollment for the current 2022-2023 school year is 511 students, which is an increase from 20-21 and 21-22 school years.
2. Kindergarten enrollment has decreased. Current enrollment is 56 kindergartners.
3. Hispanic/Latino students represent nearly half of the school's enrollment.

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	35	32	37	6.5%	6.70%	7.6%
Fluent English Proficient (FEP)	18	10	11	3.3%	2.10%	2.3%
Reclassified Fluent English Proficient (RFEP)	6	3		12.2%	0.60%	

Conclusions based on this data:

1. The number and percent of English Learners remain steady.
2. The number and percent of FEP students remain steady.
3. The number and percent of RFEP students continue to shift, which is reflective of changes in standards, assessments, and reclassification criteria.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	64	81	68	64	0	67	64	0	67	100	0.0	98.5
Grade 4	73	63	79	72	0	79	72	0	79	98.6	0.0	100.0
Grade 5	98	69	62	97	0	62	97	0	62	99	0.0	100.0
Grade 6	79	72	72	77	0	71	77	0	71	97.5	0.0	98.6
All Grades	314	285	281	310	0	279	310	0	279	98.7	0.0	99.3

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	2451.		2411.	31.25		23.88	28.13		14.93	31.25		28.36	9.38		32.84
Grade 4	2494.		2484.	31.94		29.11	27.78		27.85	25.00		22.78	15.28		20.25
Grade 5	2524.		2511.	23.71		16.13	35.05		41.94	25.77		27.42	15.46		14.52
Grade 6	2542.		2538.	12.99		19.72	44.16		28.17	28.57		40.85	14.29		11.27
All Grades	N/A	N/A	N/A	24.52		22.58	34.19		27.96	27.42		29.75	13.87		19.71

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	31.25		20.90	50.00		64.18	18.75		14.93
Grade 4	34.72		16.46	50.00		64.56	15.28		18.99
Grade 5	29.90		20.97	51.55		61.29	18.56		17.74
Grade 6	20.78		14.08	59.74		69.01	19.48		16.90
All Grades	29.03		17.92	52.90		64.87	18.06		17.20

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		14.93	48.44		56.72	14.06		28.36
Grade 4	29.17		17.72	58.33		63.29	12.50		18.99
Grade 5	31.96		16.13	52.58		69.35	15.46		14.52
Grade 6	20.78		22.54	63.64		60.56	15.58		16.90
All Grades	29.68		17.92	55.81		62.37	14.52		19.71

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	26.56		17.91	67.19		64.18	6.25		17.91
Grade 4	26.39		15.19	62.50		77.22	11.11		7.59
Grade 5	16.49		17.74	67.01		66.13	16.49		16.13
Grade 6	16.88		15.49	71.43		77.46	11.69		7.04
All Grades	20.97		16.49	67.10		71.68	11.94		11.83

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	28.13		13.43	50.00		61.19	21.88		25.37
Grade 4	25.00		24.05	51.39		65.82	23.61		10.13
Grade 5	28.87		17.74	57.73		69.35	13.40		12.90
Grade 6	27.27		8.45	59.74		81.69	12.99		9.86
All Grades	27.42		16.13	55.16		69.53	17.42		14.34

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.

Conclusions based on this data:

1. There is an increase in the Mean Scale Score in ELA/Literacy for grades 3-6 over the 3-year period reported.
2. Targeted ELA instruction has resulted in growth in reading achievement.
3. Writing scores remain steady but strong over the 3-year period reported.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	64	81	68	64	0	67	64	0	67	100	0.0	98.5
Grade 4	73	63	78	72	0	78	72	0	78	98.6	0.0	100.0
Grade 5	98	69	62	97	0	61	97	0	61	99	0.0	98.4
Grade 6	79	72	72	77	0	71	77	0	71	97.5	0.0	98.6
All Grades	314	285	280	310	0	277	310	0	277	98.7	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 3	2450.		2433.	26.56		22.39	32.81		26.87	20.31		23.88	20.31		26.87
Grade 4	2482.		2488.	16.67		23.08	33.33		30.77	36.11		28.21	13.89		17.95
Grade 5	2515.		2494.	22.68		11.48	18.56		22.95	35.05		37.70	23.71		27.87
Grade 6	2534.		2532.	23.38		18.31	16.88		22.54	36.36		33.80	23.38		25.35
All Grades	N/A	N/A	N/A	22.26		19.13	24.52		25.99	32.58		30.69	20.65		24.19

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	39.06		26.87	39.06		52.24	21.88		20.90
Grade 4	33.33		25.64	37.50		56.41	29.17		17.95
Grade 5	34.02		14.75	30.93		55.74	35.05		29.51
Grade 6	28.57		26.76	33.77		47.89	37.66		25.35
All Grades	33.55		23.83	34.84		53.07	31.61		23.10

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	35.94		23.88	48.44		44.78	15.63		31.34
Grade 4	19.44		23.08	61.11		57.69	19.44		19.23
Grade 5	26.80		9.84	47.42		63.93	25.77		26.23
Grade 6	19.48		19.72	51.95		52.11	28.57		28.17
All Grades	25.16		19.49	51.94		54.51	22.90		25.99

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	32.81		20.90	50.00		62.69	17.19		16.42
Grade 4	20.83		29.49	61.11		51.28	18.06		19.23
Grade 5	19.59		11.48	56.70		65.57	23.71		22.95
Grade 6	22.08		11.27	48.05		74.65	29.87		14.08
All Grades	23.23		18.77	54.19		63.18	22.58		18.05

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. Mean scale scores in math remain steady over the 3-year period reported.
2. Math results indicate a need for specific strategic interventions.
3. The number of students that exceeded standard increased from from the previous year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	*	*	*	*	*	*	*	*	*	8	6
1	*	*	*	*	*	*	*	*	*	8	7	6
2	*		*	*		*	*		*	4		10
3	*	*	*	*	*	*	*	*	*	4	5	*
4	*	*	*	*	*	*	*	*	*	5	5	5
5	*	*	*	*	*	*	*	*	*	5	4	5
6	1583.8	*	*	1568.6	*	*	1598.5	*	*	12	*	4
All Grades										40	30	38

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	58.33	*	*	33.33	*	*	8.33	*	*	0.00	*	*	12	*	*
All Grades	30.00	10.00	18.42	42.50	63.33	47.37	22.50	13.33	28.95	5.00	13.33	5.26	40	30	38

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	75.00	*	*	25.00	*	*	0.00	*	*	0.00	*	*	12	*	*
All Grades	47.50	33.33	44.74	30.00	40.00	42.11	17.50	16.67	10.53	5.00	10.00	2.63	40	30	38

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	41.67	*	*	33.33	*	*	25.00	*	*	0.00	*	*	12	*	*
All Grades	22.50	3.33	7.89	37.50	36.67	28.95	30.00	43.33	42.11	10.00	16.67	21.05	40	30	38

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	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	33.33	*	*	50.00	*	*	16.67	*	*	12	*	*
All Grades	30.00	36.67	28.95	60.00	63.33	63.16	10.00	0.00	7.89	40	30	38

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	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	91.67	*	*	8.33	*	*	0.00	*	*	12	*	*
All Grades	55.00	46.67	50.00	45.00	36.67	50.00	0.00	16.67	0.00	40	30	38

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	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	33.33	*	*	41.67	*	*	25.00	*	*	12	*	*
All Grades	17.50	6.67	10.53	67.50	66.67	63.16	15.00	26.67	26.32	40	30	38

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	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	75.00	*	*	25.00	*	*	0.00	*	*	12	*	*
All Grades	37.50	13.33	21.05	55.00	73.33	63.16	7.50	13.33	15.79	40	30	38

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 writing domain continues to be an area where most of our English Learner students are scoring in the "Well Developed" or "Somewhat Moderately Developed" ranges.
2. The reading domain is a focus area for intervention. Reading comprehension needs to be a priority during English Language Development (ELD) lessons.

School and Student Performance Data

Student Population

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
478	33.1	6.7	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	32	6.7
Foster Youth		
Homeless	4	0.8
Socioeconomically Disadvantaged	158	33.1
Students with Disabilities	58	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian or Alaska Native		
Asian	6	1.3
Filipino	8	1.7
Hispanic	217	45.4
Two or More Races	32	6.7
Native Hawaiian or Pacific Islander	1	0.2
White	195	40.8

Conclusions based on this data:

1. The student population has risen by 23 students.

2. More families are marking "decline to state" when asked about ethnicity.
3. Subgroup percentages remain similar to years past, but there is a steady rise in the socioeconomically disadvantaged subgroup.





School and Student Performance Data

Overall Performance

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
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="297 751 370 779">Green</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="776 751 849 779">Green</p>	<p data-bbox="1182 667 1395 699">Suspension Rate</p>  <p data-bbox="1243 751 1333 779">Orange</p>
<p data-bbox="253 867 414 898">Mathematics</p>  <p data-bbox="297 951 370 978">Yellow</p>		

Conclusions based on this data:

1. Our academic performance remains steady, with a slight decline in the percent that "Met or Exceeded" standard.
2. Longitudinal performance shows growth as we compare "like" groups of students over time.
3. Suspension and attendance remain similar to past two years.

School and Student Performance Data

Academic Performance English Language Arts

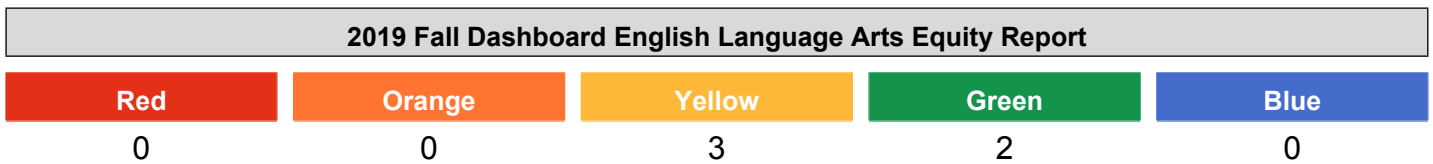
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 21.1 points above standard Declined -4.3 points 299	<p>English Learners</p> Green 4.9 points below standard Increased ++3.9 points 39	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Yellow 2.5 points above standard Declined -7.1 points 100	<p>Students with Disabilities</p> Yellow 11.9 points below standard Increased ++6.2 points 39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4 points above standard Declined -8.2 points 132	 No Performance Color 49.5 points above standard Maintained ++2.8 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 37.1 points above standard Maintained 0 points 134

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
36.3 points below standard Maintained -0.9 points 26	57.8 points above standard 13	24.3 points above standard Declined -5.3 points 256

Conclusions based on this data:

1. In the area of English Language Arts there has been steady progress over the past three years, with a gradual increase in students scoring "met" or "exceeded" standard.
2. In the area of English Language Arts, the English Learner subgroup made growth over that past three years, with the mean scaled score going from 2438 to 2497.
3. In the area of English Language Arts, most subgroups have made steady progress in "met" standard.

School and Student Performance Data

Academic Performance Mathematics

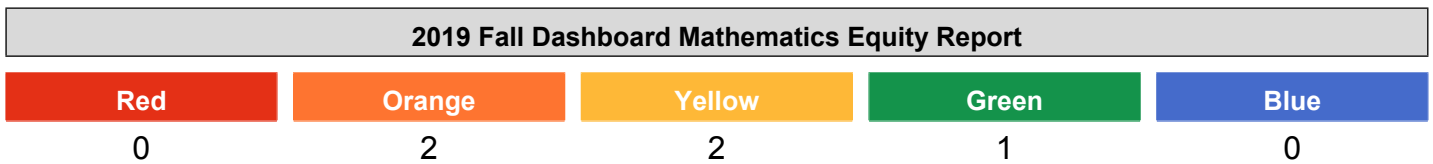
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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> Yellow 4.5 points below standard Declined -7.4 points 299	<p>English Learners</p> Orange 36.3 points below standard Maintained -2.5 points 39	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Yellow 17.7 points below standard Declined -5.6 points 100	<p>Students with Disabilities</p> Orange 29.5 points below standard Declined -5.8 points 39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.1 points below standard Declined -3.9 points 132	 No Performance Color 25.4 points above standard Declined -4.5 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 4.4 points above standard Declined -9 points 134

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.7 points below standard Declined -10.9 points 26	26.5 points above standard 13	0.2 points below standard Declined -7.2 points 256

Conclusions based on this data:

1. Although the mean scaled score in math has increased each year over the past three years, our percent of students achieving in the "met" or "exceeded" standard is not 5% greater than last year as we predicted.
2. Students with disabilities scored 42% "met or exceeded" standard compared to our "all students group," which scored 45% "met or exceeded" standard.
3. Students with disabilities scored 26% "met or exceeded" standard, which is an increase from the prior year.

School and Student Performance Data

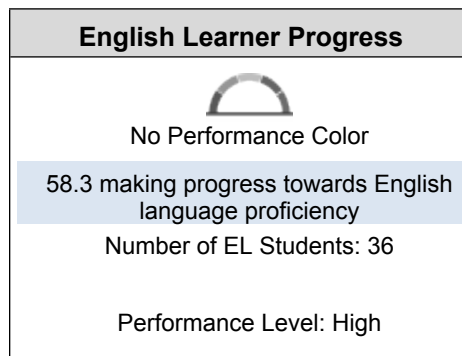
Academic Performance English Learner Progress

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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.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8	27.7	11.1	47.2

Conclusions based on this data:

1. A majority of English Learners (79.2%) scored in Level 4 (Well Developed) and Level 3 (Moderately Developed).
2. A small percentage of English Learners (4.2%) scored in Level 1 (Beginning Stage).

School and Student Performance Data

Academic Engagement Chronic Absenteeism

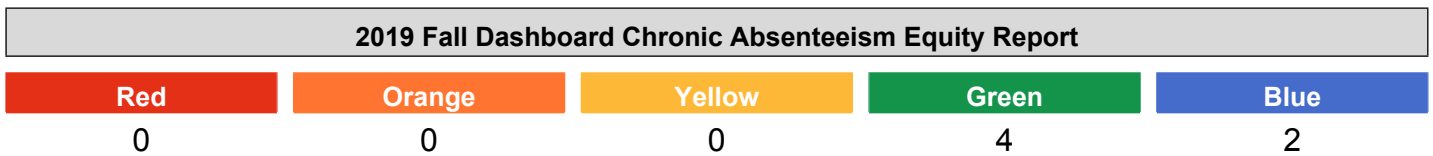
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>5.7</p> <p>Declined -2.1</p> <p>544</p>	<p>English Learners</p> <p>Blue</p> <p>2</p> <p>Declined -3.7</p> <p>49</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>8</p> <p>Declined Significantly -3.8</p> <p>200</p>	<p>Students with Disabilities</p> <p>Green</p> <p>7</p> <p>Declined -8.1</p> <p>71</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.7 Declined -2.4 236	 Blue 2 Declined -2 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 7.2 Declined -1.9 236

Conclusions based on this data:

1. We have made progress in reducing the number of students with chronic absenteeism in the "all students" group.
2. We have seen a reduction in chronic absenteeism for the socioeconomically disadvantaged subgroup.
3. We have had a reduction (improvement) in chronic absenteeism for students with disabilities.

School and Student Performance Data

Conditions & Climate Suspension Rate

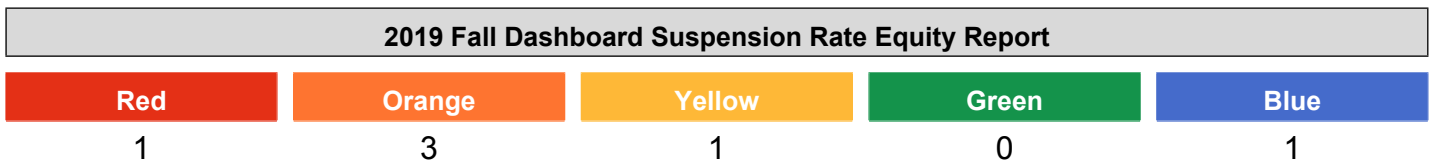
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>2.6</p> <p>Increased +0.4</p> <p>549</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>49</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.4</p> <p>Increased +1.2</p> <p>203</p>	<p>Students with Disabilities</p> <p>Red</p> <p>9.6</p> <p>Increased +2</p> <p>73</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.7 Maintained 0 238	 Orange 4.1 Increased +2.1 49	 No Performance Color Less than 11 Students - Data 1	 Orange 3.3 Increased +0.5 239

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	2.6

Conclusions based on this data:

1. Students with disabilities were suspended at a higher rate than other subgroups.
2. There was a slight increase in suspension rates.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
NWEA-MAP Grades 1-6: % students demonstrating or exceeding mastery (RIT chart Level 3 or 4)	<p>The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) will increase by 10% as measured by NWEA Mathematics Assessment.</p> <p>Goal for Spring 2022: Grades 1-6 23% Level 4-Exceeding Standards (2021-2022 score was 13%) 31% Level 3- Standards Met (2021-2022 was 21%)</p>	<p>The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) on NWEA Mathematics Assessment: Grades 1-6 18% Level 4-Exceeding Standards 23% Level 3- Standards Met</p> <p>Goal not met.</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 K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K-5 and CPM in grade 6). Zearn has been utilized as a supplemental curriculum in order to differentiate for students who need intervention or enrichment.</p> <p>A small portion of the staff implemented Number Talks to develop students' number sense and computational skills.</p> <p>District consultant Michele Douglass continued to work with teachers on bringing students to mastery of "hinge"</p>	<p>TOSA 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Math Bowl team supplies. Math incentives. 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 200</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>TOSA 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>North County Math Super Bowl was not able to take place due to the continuation of COVID-19 restrictions. 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 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>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>The strategy of Number Talks will be utilized to strengthen student understanding of number relationships and develop computational reasoning. This approach develops students' flexibility with numbers through the use of number relationships and the structure of numbers, and allows them to use mathematics that is meaningful to them.</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>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</p>	<p>(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>TOSAs continue to support classroom teachers with implementation of the math curriculum and use of Zearn. TOSAs offered some afterschool professional development sessions on the subject.</p> <p>Full-day kindergarten was implemented and provided participating students additional instruction in math skills. Full-day kindergarten classes were staffed with an instructional assistant to lower adult-student ratio during core instructional time.</p> <p>The North County Math Super Bowl was not able to take place due to the continuation of COVID-19 cases in our area.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>socioeconomically disadvantaged 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 2021-22 school year is the mastery of "hinge standards" at each grade level. These hinge standards are the must-know skills as defined by consultants Michele Douglass.</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</p>	<p>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>Teachers used a summary form to</p>	<p>Specials Teachers to provide time for PLC meetings 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitute teachers for SST meetings. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 420</p>	<p>Specials Teachers to provide time for PLC meetings 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitute teachers for SST meetings. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 420</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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>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>In math, PLC teams will monitor student progress on mastery of the hinge standards by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.</p>	<p>document the PLC process and students' learning outcomes.</p> <p>SST meetings were held before, during, and after school. Interventions and instructional/behavioral accommodations were implemented for an average of six-week intervals before meeting again to discuss the outcomes.</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</p>	<p>Zearn emerged during 2021-2022 as teachers' primary means of differentiating instruction in math. Zearn is a research-based program that is available for teachers and students in grades K-6. Students can complete Zearn lessons independently.</p>	<p>Online math programs for Math Intervention and Support 4000-4999: Books And Supplies District Funded 0</p> <p>Materials and online math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 200</p>	<p>Online math programs for Math Intervention and Support 4000-4999: Books And Supplies District Funded 0</p> <p>Online Math intervention (Zearn) was provided by district funding. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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-6) and IXL (grades 6) to bolster students' skills in math. Edgenuity Pathblazer will be used to provide personalized, targeted instruction.</p> <p>Provide supplemental materials to support math intervention for at-risk students. Students will engage with models and manipulatives to build conceptual understanding of mathematics. Teacher will provide student feedback throughout the learning process.</p> <p>Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers and online programs. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</p> <p>Purchase materials to be used to support student engagement and increased access to technology as it relates to</p>	<p>Edgenuity Pathblazer was utilized as an option to provide personalized, targeted instruction.</p> <p>Targeted 30-minute math intervention blocks were aligned with PE groups two days per week, instead of four days.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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>			

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 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. The percentage of students in grades 1-6 demonstrating or exceeding mastery (RIT chart Level 3 or 4) on Spring 2022 NWEA Mathematics Assessment was 18% Level 4-Exceeding Standards and 23% Level 3- Standards Met. The goal to increase RIT Level 3 by 10% and RIT Level 4 by 10% was not met. Combined (Level 3 and Level 4) the growth was 7% for grades 1-6.

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

Math intervention programs and materials were not purchased with LCFF funds.

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 grade 6 and (5) teachers assigning Zearn to differentiate for students who need intervention or enrichment. Additional professional development in math needs to be available in 2022-2023.

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 2

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Acadience Reading Grade K: % of students scoring "At or Above Benchmark" on Composite Score	<p>The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score will increase by 20%</p> <p>Goal for 2022: 58% "At or Above Benchmark" benchmark (2021-2022 was 38%)</p>	<p>The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score was 61%. Goal was met.</p>
NWEA-MAP Grades 1-6: % students demonstrating or exceeding mastery (RIT chart Level 3 or 4)	<p>The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) will increase by 10% as measured by NWEA Reading Assessment.</p> <p>Goal for Spring 2022: Grades 1-6 30% Level 4-Exceeding Standards (2021-2022 was 20%) 29% Level 3- Standards Met (2021-2022 was 19%)</p>	<p>The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) on NWEA Reading Assessment: Grades 1-6 16% Level 4-Exceeding Standards 23% Level 3- Standards Met Goal was not met.</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 K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt</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 in the adopted texts and with pacing.</p> <p>Full-day kindergarten was implemented and provided participating students additional</p>	<p>TOSA salaries and benefits 1000-1999: Certificated 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>TOSA salaries and benefits 1000-1999: Certificated 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>for grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</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>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>Heggerty phonemic awareness curriculum and strategies will be woven into instruction. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in</p>	<p>instruction in prereading skills.</p> <p>Kindergarten and 1st grade teachers have adopted the Heggerty Phonemic Awareness Curriculum, which sets up students for future reading success.</p> <p>Full-day kindergarten classes were staffed with an instructional assistant 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>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>phonemic awareness instruction develops students' understanding of sounds, and that knowledge directly impacts their spelling and writing.</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, NWEA and Acadience data to inform instruction and drive conversations centered around student learning and instructional strategies.</p> <p>Established focus area for initial classroom instruction (Tier 1) that contributes to student</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>achievement in E/LA for the 2021-22 school year is the mastery of academic vocabulary. Vocabulary skills are foundational requirements for students to reach high academic achievement. A strong vocabulary allows students to accurately express themselves and better understand concepts across all subject matters.</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, 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>NWEA testing and Acadience Reading assessments returned to a normal administration schedule in 2021-2022.</p> <p>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 used a summary form to document the PLC process and students' learning outcomes.</p> <p>SST meetings were held before, during, and after school. Interventions and instructional/behavioral accommodations were implemented for an average of 6 week intervals before meeting again to discuss the outcomes.</p>	<p>STAR Reading Assessment (Renaissance Learning) 4000-4999: Books And Supplies LCFF - Supplemental 3,176</p> <p>Progress Monitoring Materials None Specified District Funded 0</p> <p>Specials Teachers to provide PLC meeting time 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>STAR Reading Assessment (Renaissance Learning) 4000-4999: Books And Supplies LCFF - Supplemental 2800.50</p> <p>Progress Monitoring Materials None Specified District Funded 0</p> <p>Specials Teachers to provide PLC meeting time 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<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 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>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 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</p>	<p>The SIPPS reading intervention program resumed to an in-person format during 2021-2022.</p> <p>With 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. 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>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 29,078</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 300.00</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 61,375</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 190.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>receive targeted support through on-site interventions provided by the classroom teachers and online programs. Edgenuity Pathblazer will be used to provide personalized, targeted instruction. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</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. The percentage of students in grades 1-6 demonstrating or exceeding mastery (RIT chart Level 3 or 4) on Spring 2022 NWEA Reading Assessment was 16% Level 4-Exceeding Standards and 23% Level 3- Standards Met. The goal to increase RIT Level 3 by 10% and RIT Level 4 by 10% was not met. Combined (Level 3 and Level 4) there was no growth or decline for grades 1-6. The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score was 61%. This is an increase of 23%, which exceeded the goal of an increase of 20%.

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

Certificated hourly salaries exceeded the budget. An additional teacher was added to the intervention team.

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.

As stated in 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 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. The goal of increasing by 10% the students reaching both level 4 and level 3 was ambitious; the new goals will align more closely with other schools in our district.

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	Increase attendance rate to 94% for "All" students	Attendance rate for "All" students was 93%. Goal not met.
Chronic Absenteeism Rate	<p>Decrease Chronic Absenteeism by 2% for "All" students and each subgroup.</p> <p>Goals for 2021-22 Chronic Absenteeism Rate: 8.14% "All" Students 17.53% Low Income 23% Homeless 98.00% Foster Youth 14.67% English Learner</p>	<p>Chronic Absenteeism Rate: 24.00% "All" Students 33.54% Low Income 66.67% Homeless 0.00% Foster Youth 7.89% English Learner</p> <p>Only goal met was for Foster Youth.</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.</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</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 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</p>	<p>Attendance Incentives 4000-4999: Books And Supplies Donations 200</p>	<p>Attendance Incentives 4000-4999: Books And Supplies Donations 50</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.</p>	<p>recoup attendance credit by having students do short-term independent study assignments.</p> <p>Perfect attendance awards were celebrated at the end of the school year.</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 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>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 the many extended absences associated with COVID-19 cases.</p> <p>A few severe truancy situations occurred as a result of chronic medical and mental health challenges.</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.

The overall attendance rate for All Students was 93%, which did not meet the goal of 94%. Chronic absenteeism rate for All Students and subgroups increased and did not meet the goals. Foster Youth was the only group that had a decrease in chronic absenteeism rate. 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.

Instead of three times in the school year, attendance awards were provided only once (at the end of the school year). COVID-19 related absences reduced the number of perfect attendance awards compared to pre-COVID school years.

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. Timely interventions for truancy will be a priority.

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 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 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... "principal and 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>Increase 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" 83% (83% in 2021) - Stayed the same *notice when they are not there" 77% (72% in 2021) - Increased by 5% *listen to them when they have something to say" 77% (85% in 2021) - Decreased by 8% *are there for them when they have a problem or concern" 85% (83% in 2021) - Increased by 2% *believe they will be a success" 87% (87% in 2021) - Stayed the same</p> <p>Increase 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... "principal and school staff communicate with parents about what is happening at the school" 89% (92% in 2021) - Decreased by 3% "teachers communicate with parents about what students are expected to learn" 92% (80% in 2021) - Increased by 12% "parents feel welcome to be involved in the school" 87% (67% in 2021) - Increased by 20% "there is someone at school to talk to about a problem or concern" -86% (80% in 2021) - Increased by 6% "school staff take parent concerns seriously" 83% (76% in 2021) - Increased by 7%</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. The 2x10 Relationship Building strategy will be implemented. Originally coined the "two-minute intervention" by researcher Raymond Wlodkowski and popularized in Allen Mendler's Connecting with Students, this Tier 2 intervention helps build teacher/staff-student relationships, reinforce positive behaviors, and convey genuine support/care.</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>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.</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 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.</p> <p>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</p>	<p>Bilingual Community Liaison provides translation for meetings</p> <p>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</p> <p>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
	that focused on pertinent topics such as kindness and empathy.		
<p>B. Support for Families</p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, digital marquee sign, and online (website and social media) posts.</p> <p>The school will partner with PTA to engage students, families, and community members.</p> <p>The district will provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>Communication with families continued, primarily via the Parent Square communication platform. The school and district worked to improve their websites. The school and district highlighted school events and student achievements on its Facebook and Instagram pages.</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>The PTA planned and sponsored several events to engage students and families. A professional magic show on Zoom was a highlight of the school year for many families.</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.

PTA funded the engaging events for our schools' families.

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 school staff will continue to build relationships with students by strategically making personal connections. Classroom volunteers and other parent involvement will be less restrictive.

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 of students.</p> <p>Goal for Suspension Rate for 2021-22: <1% Suspension Rate for All <1% Socioeconomically Disadvantaged <1% Homeless <1% Foster Youth <1% English Learner</p> <p>Goal for Expulsion Rate 2021-22: 0% (All Students)</p>	<p>Suspensions: Goal not met. 2.51% All 3.11% Socioeconomically Disadvantaged 0% Homeless 0% Foster 0% English Learner</p> <p>Expulsion Rate 2021-2022: 0% (All Students) 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. The 2x10 Relationship Building strategy will be implemented. Originally coined the "two-minute intervention" by researcher Raymond Wlodkowski and popularized in Allen Mendler's Connecting with Students, this Tier 2 intervention helps build teacher/staff-student relationships, reinforce</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>Some co-curricular and extracurricular activities</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 2000</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies Donations 1000</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 1750</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies Donations 1,137</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>positive behaviors, and convey genuine support/care.</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 STAR Buck drawings to encourage students to meet the expectations. The school will track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>Restorative discipline practices will be implemented. Restorative methods promote inclusiveness, relationship-building and problem-solving.</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 school assemblies, Student Council, Reading Buddies, Makerspace, Yearbook Club, Battle of the Books, Robotics team, and Math Super Bowl team.</p>	<p>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. Student Council, Makerspace, and Reading Buddies were popular with the students.</p> <p>PBIS was implemented. STAR Buck weekly drawings were successful in promoting positive student behaviors.</p> <p>The 2x10 Relationship Building strategy was implemented. The intended outcomes were achieved.</p> <p>Restorative practices and progressive discipline were foundational in building students' problem-solving skills.</p>		
<p>B. Social/Emotional Learning and Support</p>	<p>As stated in Annual Review and Update for Goal 4, the district did not</p>	<p>Social Emotional Curriculum 4000-4999:</p>	<p>Social Emotional Curriculum 4000-4999:</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<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>adopt SEE Learning during the 2021-2022 school year. The district did bring in professional development on topics relevant to social/emotional learning.</p>	<p>Books And Supplies District Funded 0</p>	<p>Books And Supplies District Funded 0</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>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>School Site Counselor 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>School Site Counselor 1000-1999: Certificated Personnel Salaries District Funded 0</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>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>Check-in/Check-out (CICO) will be implemented as a Tier 2/3 intervention. CICO is an opportunity for a student and a mentor to work together to improve behavior. The goal of this strategy is to prevent future problem behavior by checking in with students daily to share clear expectations, feedback, and support.</p>	<p>CICO was implemented for a handful of students. The intervention strategy was successful in reducing targeted problem behaviors.</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.

There was only a slight increase and decrease.

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. Restorative practices and progressive discipline will expand to include more alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Performance: Mathematics

Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Mathematics.

Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 85%	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 90%
Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2023 NWEA data.	The percentage of students in grades 1-2 meeting or exceeding mastery (RIT chart Level 3 or 4) as measured by NWEA Mathematics Assessment. 67% for all 1st & 2nd	Grades 1-2: The percentage of students meeting or exceeding mastery (RIT chart Level 3 or 4) will increase by 5% as measured by Spring 2023 NWEA Math Assessment. NWEA Math Assessment Goal for Spring 2023: 72% for all 1st & 2nd
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. 45% All Students 31% SpEd 19% English Learners 40% Low SES	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment. 50% All Students 36% SpEd 24% English Learners 45% Low SES

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

The strategy of Number Talks will be utilized to strengthen student understanding of number relationships and develop computational reasoning. This approach develops students' flexibility with numbers through the use of number relationships and the structure of numbers, and allows them to use mathematics that is meaningful to them.

Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during Core Math Instructional time.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and socioeconomically disadvantaged students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl.

Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2022-23 school year is the mastery of "hinge standards" at each grade level. These hinge standards are the must-know skills as defined by consultants Michele Douglass.

Students to be Served by this Strategy/Activity

All Students, Students with Disabilities, English Learners

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA

Amount	200
Source	Parent-Teacher Association (PTA)
Budget Reference	4000-4999: Books And Supplies
Description	Math 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. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

In math, PLC teams will monitor student progress on mastery of the hinge standards by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide time for PLC meetings
Amount	560

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers for SST meetings.

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-6) and IXL (grades 6) to bolster students' skills in math. Edgenuity Pathblazer will be used to provide personalized, targeted instruction. Generation Genius will be piloted to add an extensive library of highly-engaging instructional videos.

Provide supplemental materials to support math intervention for at-risk students. Students will engage with models and manipulatives to build conceptual understanding of mathematics. Teacher will provide student feedback throughout the learning process.

Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers and online programs. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Online math programs for Math Intervention and Support
Amount	800
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 2

Subject

Proficiency in English/Language Arts

Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of English Language Arts.

Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth, and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction and intervention, particularly for at-promise youth, and English Language Development (ELD) instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Acadience Reading Grade K: % of students scoring "At or Above Benchmark" on Composite Score	Acadience Composite Assessment for K students Spring 2022: 61% of students scored "At or Above Benchmark" benchmark	The percentage of Kindergarten students scoring "At or Above Benchmark" benchmark on the Acadience Composite Score will increase by 19% Goal for 2022: 80% "At or Above Benchmark" benchmark
NWEA-MAP Grades 1-2: % students demonstrating or exceeding mastery (RIT chart Level 3 or 4)	The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) as measured by 2022 NWEA Reading Assessment. 54% for all 1st & 2nd	The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) will increase by 5% as measured by NWEA Reading Assessment. Goal for Spring 2023: 59% for all 1st & 2nd
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP English Language Arts Assessment.	Grades 3-6: Percentage of students meeting or exceeding standard on 2022 CAASPP English Language Arts Assessment. 51% All Students 33% SpEd 31% English Learners 40% Low SES	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. 56% All Students 38% SpEd 36% English Learners

Metric/Indicator

Baseline

Expected Outcome

45% Low SES

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA instructional time.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Heggerty phonemic awareness curriculum and strategies will be woven into instruction. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students' understanding of sounds, and that knowledge directly impacts their spelling and writing.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.

Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment, NWEA and Acadience data to inform instruction and drive conversations centered around student learning and instructional strategies.

Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2022-23 school year is the mastery of academic vocabulary. Vocabulary skills are foundational requirements for students to reach high academic achievement. A strong vocabulary allows students to accurately express themselves and better understand concepts across all subject matters.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA salaries and benefits
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. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	1700
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	STAR Reading Assessment (Renaissance Learning)
Amount	0

Source	District Funded
Budget Reference	None Specified
Description	Progress Monitoring Materials
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide PLC meeting time

Strategy/Activity 3

Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2)

Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers and online programs. Edgenuity Pathblazer will be used to provide personalized, targeted instruction. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principals, Teachers, TOSA, SIPPS Teachers

Proposed Expenditures for this Strategy/Activity

Amount	33,675
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries and Benefits
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Engagement: Chronic Absenteeism

Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance Rate for all students: 2021-2022 93%	Increase attendance rate to 96% for "All" students.
Chronic Absenteeism Rate	Chronic Absenteeism Rate 2021-2022: 24.00% "All" Students 33.54% Low Income 66.67% Homeless 0.00% Foster Youth 7.89% English Learner	Decrease Chronic Absenteeism by 5% for "All" students and each subgroup. Goals for 2022-2023 Chronic Absenteeism Rate: 19.00% "All" Students 28.54% Low Income 61.67% Homeless 0.00% Foster Youth 2.89% English Learner 5.00% Special Education

Planned Strategies/Activities

Strategy/Activity 1

A. Communication with Students and Families

Continue communication with students and parents/guardians on the importance of school attendance.

Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Leadership Team, Teachers, Parents, Students, PTA

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Incentives

Strategy/Activity 2

B. School Programming

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.

Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

Students to be Served by this Strategy/Activity

Students identified as chronically absent

Timeline

Ongoing

Person(s) Responsible

Principal, Office Staff, Counselor, Community Liaison, Teachers

Proposed Expenditures for this Strategy/Activity

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

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>Student Survey Parent Survey</p>	<p>October 2022 Student Survey The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who...</p> <p>"really cares about them" (%) "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>October 2022 Parent Survey: The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that...</p> <p>"school staff communicate with parents about what is happening at the school" (%) "teachers communicate with parents about what students are expected to learn" (%) "parents feel welcome to be involved in the school" (%)</p>	<p>Increase by 10% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who *really care about them" *notice when they are not there" *listen to them when they have something to say" *are there for them when they have a problem or concern" *believe they will be a success"</p> <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school... "school staff communicate with parents about what is happening at the school"</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>"there is someone at school to talk to about a problem or concern" (%)</p> <p>"school staff take parent concerns seriously" (%)</p>	<p>"teachers communicate with parents about what students are expected to learn"</p> <p>"parents feel welcome to be involved in the school"</p> <p>"there is someone at school to talk to about a problem or concern"</p> <p>"school staff take parent concerns seriously"</p>

Planned Strategies/Activities

Strategy/Activity 1

A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year. The 2x10 Relationship Building strategy will continue. Originally coined the "two-minute intervention" by researcher Raymond Wlodkowski and popularized in Allen Mendler's Connecting with Students, this Tier 2 intervention helps build teacher/staff-student relationships, reinforce positive behaviors, and convey genuine support/care.

Provide services such as childcare and alternate meeting location (including virtual options) when needed.

Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.

Regular lessons in social/emotional learning will be planned. District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)

Teachers will plan and facilitate connecting activities to build classroom community.

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, digital marquee sign, and online (website and social media) posts.

The school will partner with PTA to engage students, families, and community members.

The school and district will provide a range of parent education offerings.

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

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for two Family STEM Nights (fall and spring)

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 Suspensions: 2.51% All Students 3.11% Socioeconomically Disadvantaged 0% Homeless 0% Foster 0% English Learner Expulsion Rate 2021-2022: 0% (All Students)	Maintain/decrease current suspension/expulsion rates for all students and each subgroup of students.

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The 2x10 Relationship Building strategy will continue to be implemented. Originally coined the "two-minute intervention" by researcher Raymond Wlodkowski and popularized in Allen Mendler's Connecting with Students, this Tier 2 intervention helps build teacher/staff-student relationships, reinforce positive behaviors, and convey genuine support/care.

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-23. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction,

school assemblies, and PBIS "Passport Days." The school will continue to utilize STAR Buck drawings to encourage students to meet the expectations. The school will track Office Discipline Referrals (ODRs) to monitor trends and needs.

Restorative discipline practices will be implemented. Restorative methods promote inclusiveness, relationship-building and problem-solving. Progressive discipline will be expanded.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include school assemblies, Student Council, Reading Buddies, Makerspace, Yearbook Club, Battle of the Books, Robotics teams, Track, and Math Super Bowl team.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Leadership Team, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Parent-Teacher Association (PTA)
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for performances, events, and activities to support extracurricular activities
Amount	750
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: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)

Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.

Check-in/Check-out (CICO) will be implemented as a Tier 2/3 intervention. CICO is an opportunity for a student and a mentor to work together to improve behavior. The goal of this strategy is to prevent future problem behavior by checking in with students daily to share clear expectations, feedback, and support.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Counselor, School Psychologist

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Curriculum
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School Site Counselor

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	42,885.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	38,685	0.00
Donations	0	0.00
Parent-Teacher Association (PTA)	4,200	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	38,685.00
Parent-Teacher Association (PTA)	4,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,235.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	8,650.00
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	34,235.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,450.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	4,200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Michelle Boyd	Principal
Jennifer Hildebrant	Classroom Teacher
Kateri Milanese	Classroom Teacher
Megan Flick	Other School Staff
Jessica Prather Alvidrez	Parent or Community Member
Kelley Kirby	Parent or Community Member
Alison Arent	Parent or Community Member
Open	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 November 14, 2022.

Attested:



Principal, Michelle Boyd on 11/14/2022



SSC Chairperson, Kelley Kirby on 11/14/2022

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	Ralph Dunlap Elementary School
Address	1220 Oak Knoll Road Santa Maria, CA 93455
County-District-School (CDS) Code	42-69260-6045744
Principal	Jonathan Dollahite
District Name	Orcutt Union School District
SPSA Revision Date	November 9, 2022

Schoolsite Council (SSC) Approval Date

November 9, 2022

Local Board Approval Date

December 15, 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

School Vision:

Ralph Dunlap School has a strong tradition of outstanding student achievement. To carry on this practice of excellence, the staff "commits" to maintain high expectations and promote academic superiority for all students through essential curriculum. We will create rich, varied experiences in curricular learning that accommodate different learning styles and abilities. We will foster a positive school climate that results from a caring community which respects and values diversity and provides a nurturing environment for positive self-esteem. This environment will be orderly, safe, inviting and stimulating for all. We will create an atmosphere where the staff learns, works and shares as a collaborative team and where the leadership is supportive, encouraging and promotes positive changes. We will build a cooperative link between home, school and community, that recognizes and embraces the unique community in which we serve.

School Mission:

Ralph Dunlap School's mission is to have a learning community where students, staff and parents work in partnership to ensure a superior academic educational experience for students. All students will achieve their personal best in this collaborative environment that is equipped with the educational technology and resources to create life-long learners able to excel in a world of constantly changing technology, culture and social values.

Therefore, Ralph Dunlap teaching staff makes the following commitments:

1. Be professional and accountable.
2. Be consistent in implementing student expectations.
3. Protect instructional time.
4. Celebrate and educate our students and each other.
5. Be open to embrace changes and take risks.
6. Respect everyone's uniqueness and level of expertise.
7. Be an encouraging, caring and supportive staff member.
8. Be enthusiastic, positive, motivated, fun and creative.

School Profile

Ralph Dunlap Elementary School, located in the Orcutt Union School District, is in the southern region of the Santa Maria Valley and serves students in grades kindergarten through six following a traditional calendar. For the 2022-2023 school year, 474 students are enrolled, which includes 12.9% in Special Education, 11.7% qualifying for English Language Learner support, and 37.4% qualifying as socioeconomically disadvantaged students. There is one Structured Day Class serving 7 students. Additionally, the campus hosts a County Special Education class for 18 students who are deaf/hard of hearing.

Ralph Dunlap parents are encouraged to "actively partner" in their child's learning experience either by volunteering in the classroom, serving on the PTA, participating in the School Site Council, and/or attending the many school events. Parents stay informed on upcoming happenings and school activities through email, the school marquee, PTA monthly newsletters, social media, the school website, classroom websites, and the PTA Dolphin Pod.

Opportunities to volunteer on the Ralph Dunlap campus include the following: chaperone field trips, volunteer in classrooms, supervise the Friday Art Studio experience, participate in PTA-sponsored activities and family fun nights, and assist with campus beautification projects. Opportunities to serve on committees at Ralph Dunlap School include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

Ralph Dunlap families are welcomed to participate in the following school functions throughout the year: Back to School Night, Family Movie Nights, Dunlap Reads program, Fall Festival, Reflections Art Night & Gallery, Holiday Craft Fair, Book Fairs, Science Night, Science Fair, Spring Jog-A-Thon, Family Bingo Night, Open House, and other assorted family activities. The school is a busy place and enjoys strong support from its parent community.

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:

9/19/22

11/17/22

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:

10/18/22 - Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data

11/1/22 - Met with PTA to share school site goals and SPSA

11/9/22 - Met with SSC to review data and the draft SPSA to gather feedback on proposed goals/expenditures. The SSC approved the SPSA at that time.

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	0.69%	0.8%	0.43%	4	4	2
African American	0.35%	0.6%	0.64%	2	3	3
Asian	2.08%	1.7%	2.13%	12	9	10
Filipino	1.04%	1.2%	1.07%	6	6	5
Hispanic/Latino	43.75%	42.5%	45.84%	252	220	215
Pacific Islander	0%	0.4%	%	0	2	
White	43.4%	43.1%	39.45%	250	223	185
Multiple/No Response	6.6%	7.0%	7.46%	38	36	35
Total Enrollment				576	518	469

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	70	61	61
Grade 1	66	64	65
Grade 2	78	68	59
Grade3	83	78	62
Grade 4	95	80	64
Grade 5	87	82	80
Grade 6	97	85	78
Total Enrollment	576	518	469

Conclusions based on this data:

1. Enrollment at Ralph Dunlap is declining.
2. The Hispanic, Asian, and Filipino populations have increased while the White population has decreased.
3. Students with multiple races are increasing.

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	40	44	48	6.9%	8.50%	10.2%
Fluent English Proficient (FEP)	14	9	10	2.4%	1.70%	2.1%
Reclassified Fluent English Proficient (RFEP)	5	0		14.3%	0.00%	

Conclusions based on this data:

1. The English Learner population is increasing.
2. A significant percentage of English learners were reclassified as Fluent English Proficient in 2019-20
3. There was a decrease in RFEP, possibly due to 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	90	78	61	84	0	59	84	0	59	93.3	0.0	96.7
Grade 4	83	83	65	81	0	62	81	0	62	97.6	0.0	95.4
Grade 5	90	85	80	88	0	80	88	0	80	97.8	0.0	100.0
Grade 6	91	75	86	89	0	80	89	0	80	97.8	0.0	93.0
All Grades	354	321	292	342	0	281	342	0	281	96.6	0.0	96.2

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	2405.		2413.	19.05		16.95	20.24		25.42	29.76		25.42	30.95		32.20
Grade 4	2471.		2433.	27.16		12.90	22.22		19.35	23.46		25.81	27.16		41.94
Grade 5	2509.		2494.	25.00		23.75	26.14		25.00	19.32		23.75	29.55		27.50
Grade 6	2552.		2514.	13.48		12.50	57.30		30.00	17.98		36.25	11.24		21.25
All Grades	N/A	N/A	N/A	21.05		16.73	31.87		25.27	22.51		28.11	24.56		29.89

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.

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	23.81		16.95	40.48		69.49	35.71		13.56
Grade 4	27.16		9.68	49.38		70.97	23.46		19.35
Grade 5	31.82		21.25	40.91		68.75	27.27		10.00
Grade 6	28.09		13.75	53.93		61.25	17.98		25.00
All Grades	27.78		15.66	46.20		67.26	26.02		17.08

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	14.46		11.86	54.22		50.85	31.33		37.29
Grade 4	18.52		4.84	51.85		62.90	29.63		32.26
Grade 5	32.95		18.75	42.05		53.75	25.00		27.50
Grade 6	20.22		8.75	65.17		58.75	14.61		32.50
All Grades	21.70		11.39	53.37		56.58	24.93		32.03

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.

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	21.43		11.86	54.76		72.88	23.81		15.25
Grade 4	25.93		11.29	60.49		69.35	13.58		19.35
Grade 5	23.86		12.50	56.82		72.50	19.32		15.00
Grade 6	20.22		13.75	74.16		73.75	5.62		12.50
All Grades	22.81		12.46	61.70		72.24	15.50		15.30

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	20.24		13.56	41.67		72.88	38.10		13.56
Grade 4	19.75		9.68	53.09		67.74	27.16		22.58
Grade 5	22.73		16.25	52.27		63.75	25.00		20.00
Grade 6	31.46		16.25	55.06		75.00	13.48		8.75
All Grades	23.68		14.23	50.58		69.75	25.73		16.01

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.

Conclusions based on this data:

1. Based on an analysis of CAASPP ELA 2015-2019 data, the is area of need in inquiry and research.
2. Based on an analysis of CAASPP ELA 2015-2019 data, there is a need in the area of writing.
3. Based on an analysis of CAASPP ELA 2015-2019 data, there is a need in the area of reading.

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	90	78	61	85	0	59	85	0	59	94.4	0.0	96.7
Grade 4	83	83	65	81	0	62	81	0	62	97.6	0.0	95.4
Grade 5	90	85	80	88	0	80	88	0	80	97.8	0.0	100.0
Grade 6	91	75	86	89	0	81	89	0	81	97.8	0.0	94.2
All Grades	354	321	292	343	0	282	343	0	282	96.9	0.0	96.6

* 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	2414.		2422.	10.59		8.47	30.59		35.59	29.41		33.90	29.41		22.03
Grade 4	2469.		2427.	25.93		3.23	19.75		24.19	24.69		33.87	29.63		38.71
Grade 5	2491.		2453.	19.32		10.00	13.64		12.50	30.68		25.00	36.36		52.50
Grade 6	2548.		2505.	22.47		11.11	29.21		20.99	31.46		34.57	16.85		33.33
All Grades	N/A	N/A	N/A	19.53		8.51	23.32		22.34	29.15		31.56	27.99		37.59

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	24.71		11.86	34.12		61.02	41.18		27.12
Grade 4	33.33		6.45	27.16		50.00	39.51		43.55
Grade 5	23.86		10.00	29.55		37.50	46.59		52.50
Grade 6	30.34		8.64	42.70		53.09	26.97		38.27
All Grades	27.99		9.22	33.53		49.65	38.48		41.13

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	27.06		16.95	51.76		62.71	21.18		20.34
Grade 4	30.86		8.06	34.57		45.16	34.57		46.77
Grade 5	20.45		11.25	39.77		50.00	39.77		38.75
Grade 6	23.60		9.88	53.93		54.32	22.47		35.80
All Grades	25.36		11.35	45.19		52.84	29.45		35.82

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	16.47		11.86	50.59		67.80	32.94		20.34
Grade 4	24.69		6.45	35.80		51.61	39.51		41.94
Grade 5	18.18		7.50	39.77		55.00	42.05		37.50
Grade 6	26.97		14.81	49.44		69.14	23.60		16.05
All Grades	21.57		10.28	44.02		60.99	34.40		28.72

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 Math 2015-2019 data, there is an area of need in applying concepts and procedures.
2. Based on an analysis of CAASPP Math 2015-2019 data, there is an area of need in communicating reasoning.
3. Based on an analysis of CAASPP Math 2015-2019 data, there is an area of need in problem solving.

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	*	*	*	*	*	*	*	*	*	6	*	4
1	*	*	*	*	*	*	*	*	*	6	8	6
2	*	*	*	*	*	*	*	*	*	5	8	10
3	*	*	*	*	*	*	*	*	*	6	6	8
4	*	*	*	*	*	*	*	*	*	4	6	9
5	*	*	*	*	*	*	*	*	*	5	9	6
6	*	*	*	*	*	*	*	*	*	*	*	10
All Grades										35	41	53

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.71	4.88	18.87	28.57	53.66	39.62	54.29	21.95	33.96	11.43	19.51	7.55	35	41	53

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.43	31.71	49.06	42.86	41.46	33.96	34.29	17.07	13.21	11.43	9.76	3.77	35	41	53

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.71	2.44	1.89	17.14	26.83	28.30	51.43	36.59	43.40	25.71	34.15	26.42	35	41	53

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	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.14	19.51	30.19	65.71	63.41	54.72	17.14	17.07	15.09	35	41	53

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	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.71	43.90	66.04	62.86	53.66	30.19	11.43	2.44	3.77	35	41	53

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	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.71	9.76	5.66	60.00	60.98	52.83	34.29	29.27	41.51	35	41	53

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	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.43	7.32	9.43	68.57	63.41	75.47	20.00	29.27	15.09	35	41	53

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. There is an increase of students scoring a Level 4 over the last three years of data.
2. The performance of English Learners is lower in the Writing Domain.
3. The lowest percentage of level 4 scores is in the Reading 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
518	37.1	8.5	1.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	8.5
Foster Youth	5	1.0
Homeless	7	1.4
Socioeconomically Disadvantaged	192	37.1
Students with Disabilities	59	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian or Alaska Native	4	0.8
Asian	9	1.7
Filipino	6	1.2
Hispanic	220	42.5
Two or More Races	36	6.9
Native Hawaiian or Pacific Islander	2	0.4
White	223	43.1

Conclusions based on this data:

1. The two largest student groups by race/ethnicity are White and Hispanic.

2. The population of students and Dunlap is changing; it is becoming more diverse.





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.

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2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Math is a weaker performance area as compared to ELA.
2. The school's suspension rate is an area of concern and has gone into the "orange" area on the dashboard.
3. There needs to be a focus on chronic absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

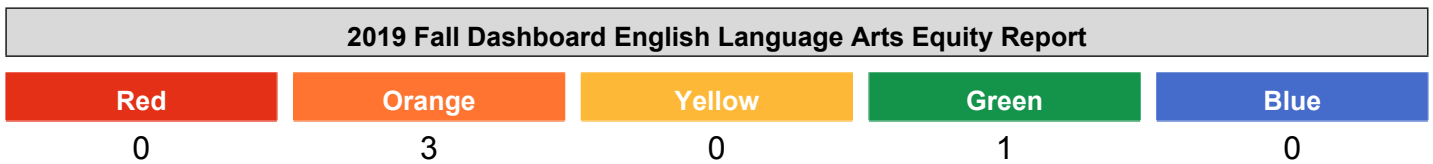
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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> Yellow 1.8 points above standard Maintained -0.1 points 330	<p>English Learners</p> No Performance Color 61.5 points below standard Declined Significantly -38.6 points 18	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 28.5 points below standard Maintained -1.4 points 122	<p>Students with Disabilities</p> Orange 66.2 points below standard Maintained -1 points 40

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.9 points below standard Maintained ++0.4 points 128	 No Performance Color 17.4 points below standard Declined -12.3 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 15.1 points above standard Increased ++3 points 169

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.6 points below standard Declined Significantly -41.9 points 16	Less than 11 Students - Data Not Displayed for Privacy 2	5.5 points above standard Maintained ++1.6 points 312

Conclusions based on this data:

1. All subgroups, with the exception of white students, maintained or decreased in ELA performance.
2. Current English Learners showed a significant decline in performance in English Language Arts (down 41.9 points).

School and Student Performance Data

Academic Performance Mathematics

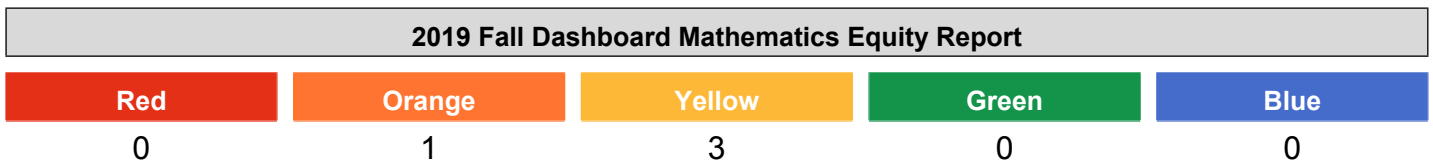
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










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> Yellow 17.7 points below standard Maintained 0 points 331	<p>English Learners</p> No Performance Color 76 points below standard Declined -10.3 points 18	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Yellow 44.8 points below standard Increased ++3.2 points 123	<p>Students with Disabilities</p> Yellow 87.5 points below standard Increased ++14.3 points 40

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33 points below standard Maintained ++2.8 points 128	 No Performance Color 40.1 points below standard Declined -13.6 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.9 points below standard Maintained -0.3 points 170

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard Declined -4 points 16	Less than 11 Students - Data Not Displayed for Privacy 2	14.4 points below standard Maintained -0.3 points 313

Conclusions based on this data:

1. There is a significant difference between English Learners' performance and overall student performance.
2. Socioeconomically Disadvantaged students maintained math performance.
3. In the area of Math, growth was demonstrated by the Students with Disabilities and Socioeconomically Disadvantaged Students. The following groups maintained their level of performance: All Students, Hispanic students, and White students.

School and Student Performance Data

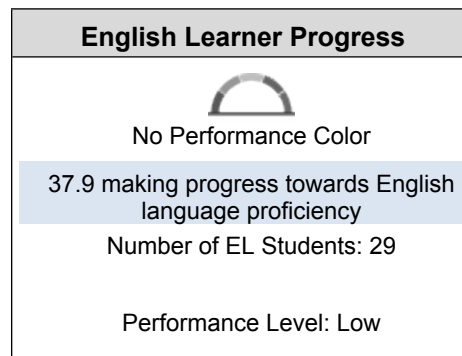
Academic Performance English Learner Progress

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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.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.5	34.4		37.9

Conclusions based on this data:

1. A significant percentage of English Learners (27.5%) declined one level in English proficiency.
2. A significant percentage of English Learners (37.9%) progressed one level in English proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

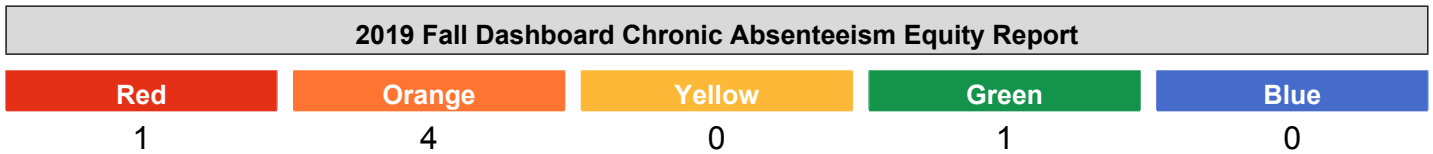
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides 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>  Orange 8.7 Increased +1.9 607	<p>English Learners</p>  Orange 7.1 Increased +2.6 42	<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 7	<p>Socioeconomically Disadvantaged</p>  Red 15.2 Increased Significantly +4.4 230	<p>Students with Disabilities</p>  Green 8.6 Declined -4.1 70

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.7 Increased +1.9 248	 Orange 18.6 Increased +6.4 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 6.5 Increased +1.6 291

Conclusions based on this data:

1. Of the student groups, Socioeconomic Disadvantaged and English Learners have the highest rate of chronic absenteeism.
2. Students with Disabilities improved (declined 4.1%) in chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

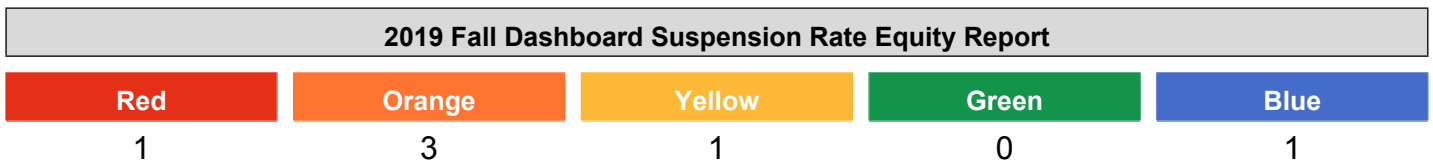
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>1.9</p> <p>Increased +1.4</p> <p>624</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>44</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>4.2</p> <p>Increased Significantly +3.3</p> <p>240</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>4.3</p> <p>Increased +2.7</p> <p>70</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">2</div> Increased +1.6 256	 Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">2.3</div> Maintained +0.2 44	 No Performance Color Less than 11 Students - Data 1	 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">2</div> Increased +1.7 298

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	1.9

Conclusions based on this data:

1. All Students, Hispanic students, and Socioeconomically Disadvantaged students saw their suspension rates increase.
2. Two or more Races and English Learner students saw their suspension maintained.

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
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: 88% of Kindergarten students tested scored At or Above Benchmark as measured by Acadience Reading Composite Score - Goal 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: 37% First Grade 41% Second Grade 41% Third Grade 41% Fourth Grade 37% Fifth Grade 51% Sixth Grade	The percentage of students scoring "HiAvg" or "Hi" as measured by NWEA Reading Assessment. Spring 2022: 42% First Grade - goal met 48% Second Grade - goal met 35% Third Grade - goal not met 33% Fourth Grade- goal met 36% Fifth Grade - goal not met 29% 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 K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by	A. Initial Classroom Instruction (Tier 1) In grades K-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 SIPPS intervention program for grades K-5, and Collections by Houghton	TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 1000	TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 1365

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Houghton Mifflin Harcourt for grades 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students.</p>	<p>Mifflin Harcourt for grade 6. Teachers 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</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>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>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>Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult to student ratio during core E/LA Instructional time.</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>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</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>English Language Development (ELD) for English Learners took place in two ways. Teachers delivered</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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. Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2021-22 school year: academic vocabulary, citing evidence in writing, and close reading.)</p>	<p>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>Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. 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>Provided additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilized STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.</p> <p>Established a focus area for initial classroom instruction (Tier 1) that contributed to student achievement in E/LA for the 2021-22 school year:</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>"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. 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. 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)</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>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 utilized data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students.</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 500</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 500</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Teachers attended Student Success Team meetings with parents to address these needs. 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. 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. (Tiers 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</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 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>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 32660</p>	<p>Certificated Hourly Salaries and Benefits for Intervention teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 62,217</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</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. 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. Data points to cite here:

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.

Percentage of students scoring "HiAvg" or "Hi" as measured by NWEA Reading Assessment from Spring 2022:
42% First Grade - goal met
48% Second Grade - goal met
35% Third Grade - goal not met
33% Fourth Grade- goal met
36% Fifth Grade - goal not met
29% Sixth Grade - goal not met

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

Due to COVID, we had substitute overages not originally accounted for in the budget.

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
Kindergarten: Percentage of students meeting proficiency as reported by Spring 2022 ESGI data.	80% percent of students in Kindergarten will be proficient in "counting on from a given number" using ESGI data.	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI Spring 2022 data: 88% - 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: 36% First Grade 31% Second Grade 22% Third Grade 22% Fourth Grade 18% Fifth Grade 46% Sixth Grade	The percentage of students scoring "HiAvg" or "Hi" as measured by NWEA Math Assessment. Spring 2022 scores: 43% First Grade - goal met 38% Second Grade - goal met 37% Third Grade - goal met 27% Fourth Grade - goal met 26% Fifth Grade - goal met 30% 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 K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling	A. Initial Classroom Instruction (Tier 1) In grades K-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	TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0 Supplemental curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 500 Math club and math bowl team supplies. Math incentives. 4000-4999: Books And	TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0 Supplemental materials purchased to support Tier 1 instruction and intervention 4000-4999: Books And Supplies LCFF - Supplemental 250 No supplies were purchased for Math club 4000-4999: Books And Supplies LCFF - Supplemental 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
students, and gifted students.	students. Zearn/Eureka Math has been utilized as supplemental curriculum	Supplies LCFF - Supplemental 500	
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.	in order to differentiate for students who need intervention or enrichment.	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0
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. One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grade 6. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.	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 rigor. Games and activities recommended by Douglass were emphasized in Summer School offerings this past summer.		
Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult to student ratio	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. 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. 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		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>during Core Math Instructional time.</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. Develop a school-wide incentive program for mastery of math concepts and facts.</p> <p>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 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>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 North County Math Super Bowl was not able to take place due to the continuation of COVID-19 cases in our area.</p> <p>Developed a school-wide incentive program for mastery of math concepts and facts. The school also provided opportunities for math enrichment including a math club. 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>		
<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</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,</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</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</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Utilize 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>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>unpacked essential standards, designed common formative assessments, and planned collaboratively for instruction.</p> <p>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>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 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>Goal #1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Goal #1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
<p>C. Academic Intervention (Tier 2)</p>	<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams identified</p>	<p>On-line Math programs for Math Intervention and Support/District Funded 4000-4999:</p>	<p>On-line Math programs for Math Intervention and Support/District Funded 4000-4999:</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<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. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grade 6) to bolster students' skills in math.</p>	<p>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>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 500</p>	<p>Books And Supplies District Funded 0</p> <p>On-line Math programs were provided and funded by the district 4000-4999: Books And Supplies LCFF - Supplemental 0</p>
<p>The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk 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 will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year.</p>	<p>Increased education opportunities were not provided via before/after school tutoring.</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>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</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	services enabled teachers to target instruction for struggling math students.		

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.

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

Due to COVID, expenditures were more in some areas and less on other areas. The North County Math Super Bowl 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.

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.

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 a decrease in chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance rate	Attendance rates for all students and each identified subgroup will be improved to 97%.	Attendance 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:</p> <p>All Students: 6.92%</p> <p>English Learner: 17.05%</p> <p>Low Income: 10.5%</p> <p>48%: Foster Youth</p>	<p>160 students had less than 90% attendance</p> <p>Chronic Absenteeism Rate Increased:</p> <p>From 14.2% to 33.47% for All Students - Goal not met</p> <p>From 21.43% to 32.14% for English Learners - Goal not met</p> <p>From 22.34% to 37.99% for Low Income Students - Goal not met</p> <p>From 100.00% to 50.00% for Foster Youth - Goal not met (37.50% 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. 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</p>	<p>A. School Culture and Communication with Students</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 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,</p>	<p>Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 200</p>	<p>No cost attendance incentives were provided 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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>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. 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>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 the many extended absences associated with COVID-19 cases.</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.

No-cost attendance incentives were provided (lunchtime activities, special extracurricular 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.

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 5 % the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who...</p> <ul style="list-style-type: none"> *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>Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school...</p> <ul style="list-style-type: none"> *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>Increased by 5 % the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who...</p> <ul style="list-style-type: none"> *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>Increased by 5% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school...</p> <ul style="list-style-type: none"> *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

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Focus on Relationships and Social/Emotional Learning	A. Focus on Relationships and Social/Emotional Learning	Bilingual Community Liaison provides translation for meetings.	Bilingual Community Liaison provides translation for meetings.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year. 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>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.</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 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 school and teachers also planned one-off activities that focused on pertinent topics such as kindness and empathy.</p>	<p>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>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>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 expenditures

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

The district 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	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.	Goal not met. 2.30% - 11 students with suspensions 3.35% - 6 Low Income 0.0% - Homeless Students 16.67% Foster Students 1.79.0% English Learners

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. The school will continue</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>Some co-curricular and extracurricular activities</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies Site Formula Funds 500</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1000</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies Site Formula Funds 350</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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. 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>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.</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). 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,</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 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</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>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>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>teachers can refer students with any struggles to the school site counselor or district psychologist.</p>	<p>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>		

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.

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 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
Grades K: Percentage of students meeting proficiency as reported by Spring 2022 Acadience data.	Grade K: Percentage of students meeting proficiency as reported by Spring 2022 Acadience data: 52% 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 1-6: Percentage of students scoring "Hi Avg" or "Hi" as measured by NWEA Reading Assessment.	Grades 1-2: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2022 NWEA Reading Assessment. 37% First Grade 48% Second Grade Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2022 English Language Arts Assessment. 45% Third Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Reading Assessment. Goal for Spring 2023: 42% First Grade 53% Second Grade Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. Grade Level Goals:

Metric/Indicator	Baseline	Expected Outcome
	<p>41% Fourth Grade 39% Fifth Grade 56% Sixth Grade</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2022 English Language Arts Assessment. All: 42%</p> <p>By Subgroup SpEd: 17% English Learner: 6% Ever-EL: 21% Low SES: 30%</p>	<p>50% Third Grade 46% Fourth Grade 44% Fifth Grade 61% 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: 47% By Subgroup SpEd: 22% English Learner: 11% Ever-EL: 27% Low SES: 35%</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.

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 2022-2023 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, Teachers, 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	1250
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. 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.

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, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide PLC meeting time/ District Funded
Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for SST meetings
Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Progress Monitoring Materials/District funded

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

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff, Students

Proposed Expenditures for this Strategy/Activity

Amount	33,633
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries and Benefits
Amount	250
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance: Mathematics

Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, 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
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: 88%	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 80%
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. 43% First Grade 38% Second Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Math Assessment. Goal for Spring 2023: 48% First Grade 43% 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. 45% Third Grade 41% Fourth Grade 39% Fifth Grade 56% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard on the 2022 CAASPP 2022 Mathematics Assessment. All: 31%	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment. 50% Third Grade 46% Fourth Grade 44% Fifth Grade 61% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment.

Metric/Indicator	Baseline	Expected Outcome
	By Subgroup SpEd: 14% English Learner: 6% Ever-EL: 16% Low SES: 18%	All: 36% By Subgroup SpEd: 19% English Learner: 11% Ever-EL: 21% Low SES: 23%

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades K-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.

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 2022-2023 school year: "Intervention time block to meet individual needs in math and fostering student engagement and social emotional wellness".

(An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.)

Students to be Served by this Strategy/Activity

All Students, Students with Disabilities, English Learners

Timeline

Ongoing

Person(s) Responsible

Principal, sTOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

District Funded

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal
Amount	200
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental curriculum materials and technology
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Math club and math 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, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF - Supplemental
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-8) to bolster students' skills in math.

The district math consultants and TOSAs will provide support for identification of and training in effective, research-based interventions for struggling math students.

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

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	On-line Math programs for Math Intervention and Support/District Funded
Amount	500
Source	LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Materials and On-line Math programs for Math Intervention and Support

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Engagement: Chronic Absenteeism

Goal Statement

All students 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: 92.02%	Increase attendance rate to 96% for "All" students.
Chronic absenteeism rate	Chronic Absenteeism Rate 2021-2022: 33.47% All Students 32.14% English Learners 37.99% Low Income Students 50.00% Foster Youth 37.50% Homeless Youth	Decrease Chronic Absenteeism by 5% for "All" students and each subgroup Chronic Absenteeism Rate Goals for 2021-2022: 31.47% All Students 30.14% English Learners 35.99% Low Income Students 48.00% Foster Youth 35.50% Homeless Youth

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance.

Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff, Parents, Students

Proposed Expenditures for this Strategy/Activity

Amount	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, 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 2021 Student Survey October 2022 Parent Survey	<p>October 2021 Student Survey The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who...</p> <ul style="list-style-type: none"> *really cares about them (79.31%) *notice when they are not there(79.31%) *listen to them when they have something to say (78.16%) *are there for them when they have a problem or concern (80.46%), *believe they will be a success (82.76%). <p>October 2022 Parent Survey: The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that...</p> <ul style="list-style-type: none"> *school staff communicate with parents about what is happening at school (93.84%) *teachers communicate with parents about what students are expected to learn (81.54%) 	<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: Questions: There are adults at school who...</p> <ul style="list-style-type: none"> *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>Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school...</p> <ul style="list-style-type: none"> *school staff communicate with parents about what is happening at the school

Metric/Indicator	Baseline	Expected Outcome
	*parents feel welcome to be involved in the school (90.77%) *there is someone at school to talk to about a problem or concern (89.23%) *school staff take parent concerns seriously (84.62%).	*teachers communicate with parents about what students are expected to learn *parents feel welcome to be involved in the school *there is someone at school to talk to about a problem or concern *school staff take parent concerns seriously

Planned Strategies/Activities

Strategy/Activity 1

A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year.

Provide services such as childcare and alternate meeting location (including virtual options) when needed.

Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.

Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Bilingual Community Liaisons, Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings
Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies

Description

Social Emotional Curriculum for weekly lessons

Strategy/Activity 2

B. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-principal, Teachers, Office Staff, Technology Department

Proposed Expenditures for this Strategy/Activity

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 2.30% Suspension Rate - 11 students with suspensions 3.35% Low Income 1.79% English Learners 16.67% Foster Youth	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 2021-2022. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the 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, Lego League Robotics Team, Makerspace, Student Council, 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, Leadership Team, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for performances, events, and activities to support extracurricular activities
Amount	750
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: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)

Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, teachers

Proposed Expenditures for this Strategy/Activity

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	38,583.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	\$38,083	0.00
Site Formula Funds	500	0.00
Other	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	38,083.00
Site Formula Funds	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,133.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	4,450.00
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	34,133.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,950.00
4000-4999: Books And Supplies	Site Formula Funds	500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jonathan Dollahite	Principal
Aaron Kozel	Classroom Teacher
Erica Phillips	Classroom Teacher
Dana Borsch	Other School Staff
Shelley Robertson	Other School Staff
Brittany Newton	Parent or Community Member
Carey Matson	Parent or Community Member
Barbara Sandoval	Parent or Community Member
Sara Alter	Parent or Community Member
Maribel Meza-Perez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 9, 2022.

Attested:

Principal, Jonathan Dollahite on 11/9/22

SSC Chairperson, Maribel Meza-Perez on 11/9/22

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

Orcutt JUNIOR HIGH



MUSTANGS

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 Junior High School
Address	608 Pinal Street Orcutt, CA 93455
County-District-School (CDS) Code	42-69260-6045785
Principal	Joe Schmidt
District Name	Orcutt Union School District
SPSA Revision Date	November 10, 2022

Schoolsite Council (SSC) Approval Date

November 17, 2022

Local Board Approval Date

December 14, 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

The vision and mission of Orcutt Junior High School is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

Vision Statement

We envision an Orcutt Junior High School where:

Students come first on a campus that

- Provides a caring and supportive environment
- Has high expectations for achievement and conduct of all members of the school community
- Accommodates individual needs in a timely manner

All students and staff learn through access to

- Rigorous core curriculum in all disciplines
- Current technology and ongoing training in the use of that technology
- Extracurricular and professional development opportunities

Communication among all members of the campus community is promoted through

- Formal and informal processes for staff communication/idea sharing
- Ongoing opportunities for students to develop and exhibit communication skills
- Active parental participation in the education process

Our campus environment accommodates the needs of our population by

- Instilling and fostering school pride
- Providing a clean, safe campus
- Maintaining well designed and arranged classrooms
- Promoting an ongoing campus beautification program

School Profile

Orcutt Junior High School is located in the northern region of Santa Barbara County, in the unincorporated town of Orcutt just south of the city of Santa Maria. It serves students in grades seven and eight following a traditional calendar. For the 2022-2023 school year, 480 students are enrolled, including 13.96% in Special Education, 5% English Learners, and 29.58% socioeconomically disadvantaged.

The culture of Orcutt Junior High School reflects a commitment that all students can learn and encourages all students to be academically successful. Our classes are heterogeneously grouped and raising the level of student achievement defines our most important effort. In each academic department, students know what the state mandated content standards are because they are posted in the classroom, listed in their textbooks or kept in their notebooks. Underperforming students are identified early in the school year and interventions like reading, or math support classes are established. Students are also involved in an Extended Learning Opportunity intervention block that is designed to provide the extra help in ELA and math needed to guarantee academic success in high school and college. In other academic areas, our Local Control and Accountability (LCFF) funds have been used extensively to provide resource materials and conference opportunities for teachers to meet the needs of their students.

Of the 25 full-time certificated teachers on campus, four work solely with resource, SDC, and/or other special education students. The professional learning community unites administrators and school staff in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, analyze test results, and participate in decision making. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Three staff development days and weekly late start Wednesdays allow teachers to collaborate in both subject and grade level. In these meetings departments determine key standards, collaborate lesson pacing, develop common assessments, and analyze student data from these common assessments. As a school, our departments work closely to develop curriculum that is meeting the needs of all students. Many teachers are available during lunch, as well as before and after school, to assist students. Academic interventions include reading and grade level math support as well as targeted, intensive intervention during our weekly intervention block (ELO) four times a week for students who did not meet essential learning standards as identified by teachers.

Teachers have attended technology and subject specific conferences to stretch their abilities and add to their classroom interactions with students and parents. The OJHS staff is constantly looking for ways to assist students and intervene early to help students perform at the best of their ability. All teachers on campus open their classrooms before school, after school and at lunch to assist all students. In addition to statewide testing, students at OJHS are assessed through NWEA two times per year. Students are given assessments in language, reading and mathematics. NWEA assessment data gives vital information to teachers in order to facilitate increased student learning. The CAASSP is another assessment used to determine student learning.

The mission of the Orcutt Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

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 date:

September 22, 2022

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions and climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

October 21, 2022: Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data.

November 8, 2022: Met with PTSA to share school site goals and proposed SPSA.

October 24, 2022: Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures.

November 17, 2022: Met with SSC to review and approve SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.38%	1.0%	1.02%	2	5	5
African American	0.38%	0.4%	0.61%	2	2	3
Asian	1.52%	1.7%	1.43%	8	8	7
Filipino	0.95%	1.0%	0.81%	5	5	4
Hispanic/Latino	46.1%	47.8%	48.07%	242	232	236
Pacific Islander	0.19%	0.2%	%	1	1	
White	42.48%	41.4%	40.53%	223	201	199
Multiple/No Response	6.86%	5.6%	6.31%	36	27	31
	Total Enrollment			525	485	491

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 7	263	238	221
Grade 8	262	247	270
Total Enrollment	525	485	491

Conclusions based on this data:

- OJHS enrollment decreased significantly from the previous year.
- Enrollment for 2020-2021 reflects declining enrollment and enrollment during the COVID-19 pandemic (distance learning).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	44	47	26	8.4%	9.70%	5.3%
Fluent English Proficient (FEP)	28	33	42	5.3%	6.80%	8.6%
Reclassified Fluent English Proficient (RFEP)	5	6		10.0%	1.20%	

Conclusions based on this data:

1. Orcutt Junior High's English Learner enrollment continues remains fairly constant each year (8.7%-9.7% of total enrollment)
2. The percentage of students Reclassified as Fluent English Proficient (RFEP) increased significantly over the three year time period (2018-2021: 2.3% to 15.9%)
3. The percentage of students considered Fluent English Proficient increased slightly over the three-year time period (2018-2021: 3.8% to 6.8%)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	259	246	216	255	0	207	255	0	207	98.5	0.0	95.8
Grade 8	293	250	274	282	0	267	282	0	267	96.2	0.0	97.4
All Grades	552	496	490	537	0	474	537	0	474	97.3	0.0	96.7

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 7	2543.		2558.	11.76		18.36	42.35		39.13	23.14		23.67	22.75		18.84
Grade 8	2570.		2569.	14.18		16.10	40.78		37.45	27.66		24.34	17.38		22.10
All Grades	N/A	N/A	N/A	13.04		17.09	41.53		38.19	25.51		24.05	19.93		20.68

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.

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	17.65		16.43	51.76		66.67	30.59		16.91
Grade 8	25.53		20.60	48.23		57.68	26.24		21.72
All Grades	21.79		18.78	49.91		61.60	28.31		19.62

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	21.18		24.64	61.18		58.94	17.65		16.43
Grade 8	23.05		21.72	60.64		55.81	16.31		22.47
All Grades	22.16		23.00	60.89		57.17	16.95		19.83

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	11.37		10.63	71.37		78.74	17.25		10.63
Grade 8	17.73		18.73	69.15		70.41	13.12		10.86
All Grades	14.71		15.19	70.20		74.05	15.08		10.76

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	23.53		16.91	52.16		68.12	24.31		14.98
Grade 8	23.76		19.85	54.26		68.54	21.99		11.61
All Grades	23.65		18.57	53.26		68.35	23.09		13.08

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:

- Overall achievement on the CAASPP ELA test increased by approximately 1%. OJHS currently has a school-wide focus on close reading, annotating text, and using sentence frames to address needs in the area of ELA. These focus areas are also imperative in supporting our EL subgroup.
- In comparing like students, we increased slightly (0.8%) in our scores in writing. By continuing to emphasize academic vocabulary and sentence frames, OJHS should be able to increase in the areas of writing by Spring of 2022.
- OJHS increased slightly (0.7%) in our scores in reading. In addition to our school-wide focus on close reading, particularly annotating text and citing sources, additional support for this area will be through document based questioning strategies in all history classes.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	259	246	216	255	0	205	255	0	205	98.5	0.0	94.9
Grade 8	293	250	272	282	0	264	282	0	264	96.2	0.0	97.1
All Grades	552	496	488	537	0	469	537	0	469	97.3	0.0	96.1

* 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	2535.		2530.	14.12		16.10	27.84		21.95	32.16		26.83	25.88		35.12
Grade 8	2577.		2534.	25.89		17.05	23.76		13.26	25.53		29.55	24.82		40.15
All Grades	N/A	N/A	N/A	20.30		16.63	25.70		17.06	28.68		28.36	25.33		37.95

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	26.67		19.02	38.04		45.85	35.29		35.12
Grade 8	33.33		16.29	38.30		51.52	28.37		32.20
All Grades	30.17		17.48	38.18		49.04	31.66		33.48

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	16.86		15.12	54.90		62.44	28.24		22.44
Grade 8	26.60		15.91	49.65		56.44	23.76		27.65
All Grades	21.97		15.57	52.14		59.06	25.88		25.37

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	16.08		14.63	61.96		65.85	21.96		19.51
Grade 8	30.50		14.02	48.58		59.85	20.92		26.14
All Grades	23.65		14.29	54.93		62.47	21.42		23.24

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. Overall, OJHS either decreased or stayed the same with mathematics scores.
2. Concepts and Procedures is an area for focused intervention. This year, OJHS has implemented a school-wide focus on intervention by having four 30 minute blocks for math intervention. This emphasis along with document based questioning strategies, and full, school-wide implementation of CPM curriculum should improve performance in this area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1553.9	1543.0	*	1552.3	1534.1	*	1554.9	1551.5	*	17	15	6
8	1521.0	1541.3	1562.1	1523.8	1535.8	1567.4	1517.9	1546.0	1556.5	23	19	16
All Grades										40	34	22

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	23.53	20.00	*	52.94	46.67	*	5.88	26.67	*	17.65	6.67	*	17	15	*
8	30.43	15.79	31.25	34.78	47.37	43.75	21.74	26.32	18.75	13.04	10.53	6.25	23	19	16
All Grades	27.50	17.65	22.73	42.50	47.06	45.45	15.00	26.47	22.73	15.00	8.82	9.09	40	34	22

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	41.18	20.00	*	41.18	53.33	*	5.88	26.67	*	11.76	0.00	*	17	15	*
8	47.83	26.32	37.50	21.74	47.37	37.50	17.39	21.05	25.00	13.04	5.26	0.00	23	19	16
All Grades	45.00	23.53	27.27	30.00	50.00	40.91	12.50	23.53	27.27	12.50	2.94	4.55	40	34	22

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	29.41	0.00	*	17.65	53.33	*	23.53	33.33	*	29.41	13.33	*	17	15	*
8	21.74	5.26	0.00	17.39	31.58	37.50	34.78	47.37	50.00	26.09	15.79	12.50	23	19	16
All Grades	25.00	2.94	0.00	17.50	41.18	31.82	30.00	41.18	50.00	27.50	14.71	18.18	40	34	22

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	11.76	6.67	*	70.59	86.67	*	17.65	6.67	*	17	15	*
8	13.04	10.53	18.75	60.87	84.21	68.75	26.09	5.26	12.50	23	19	16
All Grades	12.50	8.82	13.64	65.00	85.29	68.18	22.50	5.88	18.18	40	34	22

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	70.59	60.00	*	23.53	40.00	*	5.88	0.00	*	17	15	*
8	65.22	63.16	68.75	21.74	31.58	31.25	13.04	5.26	0.00	23	19	16
All Grades	67.50	61.76	59.09	22.50	35.29	36.36	10.00	2.94	4.55	40	34	22

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	29.41	20.00	*	29.41	53.33	*	41.18	26.67	*	17	15	*
8	21.74	15.79	12.50	34.78	52.63	68.75	43.48	31.58	18.75	23	19	16
All Grades	25.00	17.65	9.09	32.50	52.94	63.64	42.50	29.41	27.27	40	34	22

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	11.76	6.67	*	70.59	86.67	*	17.65	6.67	*	17	15	*
8	0.00	0.00	6.25	86.96	89.47	87.50	13.04	10.53	6.25	23	19	16
All Grades	5.00	2.94	9.09	80.00	88.24	86.36	15.00	8.82	4.55	40	34	22

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 data shows that a majority of our English learners overall are Level 3 or Level 4.
2. Our Oral Language and Listening scores show that a majority of our English learners are a Level 3 or Level 4 in these performance areas.
3. The Reading Domain continues to be an are of growth for our English 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
485	29.5	9.7	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	47	9.7
Foster Youth	2	0.4
Homeless	6	1.2
Socioeconomically Disadvantaged	143	29.5
Students with Disabilities	65	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian or Alaska Native	5	1.0
Asian	8	1.6
Filipino	5	1.0
Hispanic	232	47.8
Two or More Races	27	5.6
Native Hawaiian or Pacific Islander	1	0.2
White	201	41.4

Conclusions based on this data:

1. Total enrollment for 2019-20 increased from the previous year with exponential increases in SES and EL student groups.

2. Our Socioeconomically Disadvantaged Student Group is by far our largest at 32.5% of our population for 2019-20. This groups is currently (2021-22 school year) 25.93% of our population.





School and Student Performance Data

Overall Performance

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  Orange	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. The number of chronically absent students remained the same resulting in change from yellow in 2018 to orange in 2019. Similarly an increase in the number of students suspended in 2019 resulted in a dashboard change from yellow to orange.
2. From 2018-2019, all other areas on the California Dashboard remained the same as indicated by the yellow performance indicator.

School and Student Performance Data

Academic Performance English Language Arts

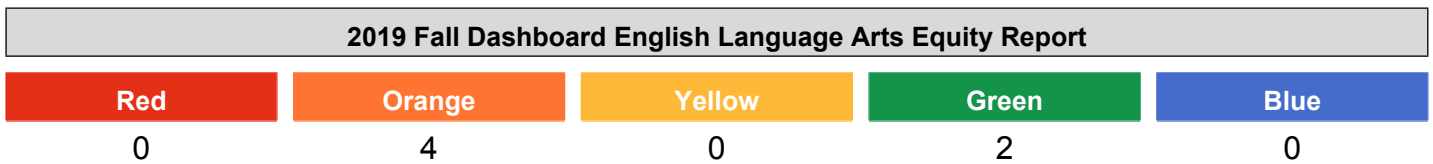
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 2.1 points below standard Declined -3.5 points 526	<p>English Learners</p> Orange 58.9 points below standard Declined -8.2 points 53	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Orange 37.7 points below standard Declined -6.2 points 185	<p>Students with Disabilities</p> Orange 98 points below standard Increased ++9.5 points 60

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.7 points below standard Declined -8.3 points 202	 Green 27.4 points above standard Maintained -1.1 points 41	 No Performance Color 0 Students	 Green 12.8 points above standard Declined -3.2 points 259

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.5 points below standard Declined -7.7 points 37	32.8 points above standard Declined Significantly -19.6 points 16	3.8 points above standard Declined -4.1 points 462

Conclusions based on this data:

1. Our Hispanic subgroup data shows they maintained their performance, however are still under-performing overall and are at level Orange indicator.
2. Our Students with Disabilities group increased their performance by 3.3 points.

School and Student Performance Data

Academic Performance Mathematics

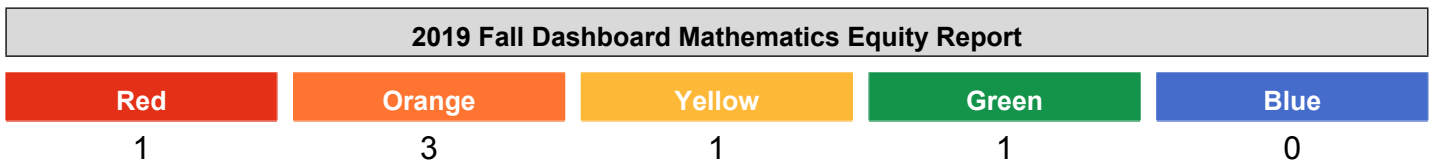
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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> Yellow 19.2 points below standard Declined -7.9 points 527	<p>English Learners</p> Orange 78.8 points below standard Maintained -1.7 points 53	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Orange 52.3 points below standard Maintained ++0.9 points 186	<p>Students with Disabilities</p> Red 143.4 points below standard Declined -9.6 points 61

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.9 points below standard Declined -8 points 202	 Green 6.4 points above standard Declined Significantly -19.7 points 41	 Pacific Islander	 Yellow 3.2 points below standard Declined -7.3 points 260

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.5 points below standard Declined Significantly -16.1 points 37	54.6 points above standard Increased Significantly +20.2 points 16	13.3 points below standard Declined -10.4 points 463

Conclusions based on this data:

1. Although still performing below standard, SES and Students with Disabilities did increase with our special education students increasing significantly by 14.7 points.
2. Reclassified English Learners performed above standard and increased significantly by 20.2 points.
3. Our English Learners continue to perform below below standard and decreased slightly by 5 points.

School and Student Performance Data

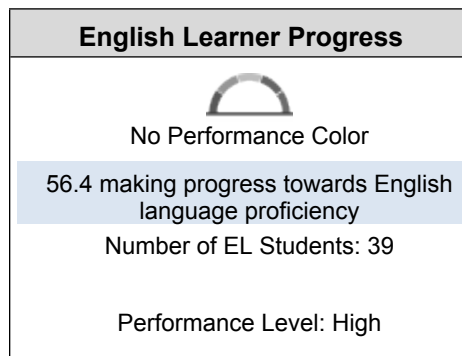
Academic Performance English Learner Progress

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
7.6	35.8	10.2	46.1

Conclusions based on this data:

1. Of 39 students, 22 of them are making progress towards English Language Proficiency (maintaining or progressing one level)

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	3	2	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		
All Students	English Learners	Foster Youth
Orange 10.3 Increased +2.1 590	Orange 13.7 Increased +5.2 51	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 0	Orange 15.9 Increased +2.5 220	Yellow 16.4 Declined -2.5 73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.5 Declined -0.7 229	 Orange 9.3 Increased +4.7 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 11.2 Increased Significantly +4.4 285

Conclusions based on this data:

1. Student absenteeism rate for All Students was maintained with approximately 8% of students being chronically absent.
2. The absenteeism rate for our English Learners declined by almost 1%.
3. Our Socioeconomically Disadvantaged students slightly declined in the absenteeism rate by 0.5%.

School and Student Performance Data

Conditions & Climate Suspension Rate

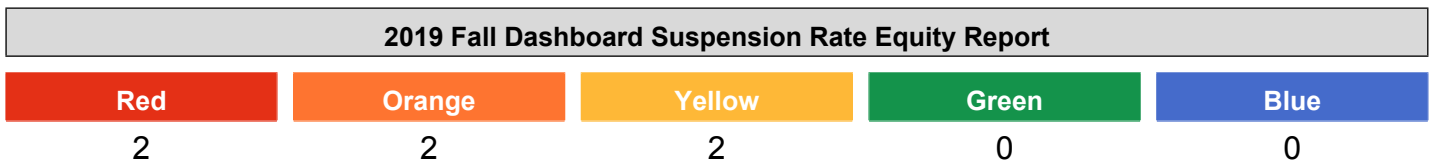
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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 8.7 Increased +1.7 599	<p>English Learners</p> Yellow 11.5 Declined -3 52	<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 1	<p>Socioeconomically Disadvantaged</p> Red 15.6 Increased Significantly +4.9 224	<p>Students with Disabilities</p> Orange 9.2 Increased +7.5 76

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Red <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">10</div> Increased Significantly +4.7 231	 Orange <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">7.1</div> Increased +7.1 56	<div style="background-color: #e0e0e0; padding: 5px; text-align: center;">8.3</div> Declined -1.3 289	

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7	8.7

Conclusions based on this data:

1. Our white and Hispanic subgroups have the highest suspension rate, however the suspension rate for Hispanic declined by 2.3%
2. Overall suspension percentage has remained steady with approximately 7% of students getting suspended at least one time during the school year.

Annual Review and Update

SPSA Year Reviewed: 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
CAASPP – ELA % Students met/exceeded standard	Increase student performance for all students by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard	The CAASPP was not given in the 19/20 or 20/21 school year so a comparison cannot be given. This year will be our base line. The results of the 2022 CAASPP show 55% of the students met or exceeded the standard. SPED: 19% English Learner: 11% Low SES: 44%

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The English Department will continuously look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.	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.		
Continue implementation of intervention during the school day for four 30-minute blocks per week	Reading intervention was provided 4 days per week, for 30 minutes each day. This intervention took	Software licenses: Reading Plus, IXL for Language Arts 4000-	Purchased IXL Learning Software 4000-4999: Books And Supplies

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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>place during the school's Extended Learning Opportunity (ELO) period. The district literacy consultant and TOSAs provided support as needed.</p>	<p>4999: Books And Supplies LCFF - Supplemental 4000.00</p>	<p>LCFF - Supplemental 675.00</p>
<p>Teachers will have opportunities to attend training on California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers will also have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and literacy training focused on reading intervention.</p>	<p>Teachers had opportunities to attend training on California State Standards-focused workshops that address literacy needs. Teachers had opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms.</p>	<p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 5108.00</p>	<p>District provided training through Ed Services department. In-person conferences were not attended due to COVID restrictions and staff (substitute) shortages. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</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 after school professional development sessions presented by TOSAs proved to be important venues for collaborative planning and peer-to-peer assistance and learning. The Extended Learning Opportunity (ELO) period remained a vital venue for student intervention in English/language arts at OJHS.

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 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.

District provided training through Ed Services department. In-person conferences were not attended due to COVID restrictions and staff (substitute) shortages.

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.

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
Suspension/Expulsion Rate	Maintain/decrease the current suspension/expulsion rate for all students and each student group and for each student group.	The suspension rate for the 21/22 school year was 6.16%. English Learner: 10.53% Low SES: 7.64%

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student</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. The school's suspension rate rose dramatically due to these behaviors.</p>	<p>School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives. 4000-4999: Books And Supplies LCFF - Supplemental 3500.00</p>	<p>PBIS Supplies to support implementation and provide incentives. 4000-4999: Books And Supplies LCFF - Supplemental 323.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Council/ASB, the library maker-space, sports, ELO enrichments, Mustang PRIDE Committee, and the Yearbook Class.			
Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2021-2022 school year, these programs include Makerspace, Robotics, Volleyball, Basketball, and Track teams, Leadership class, Journalism class, peer tutoring, and ASB. Create opportunities for creative expression through the arts.	Some co-curricular and extracurricular activities were able to resume, but most needed to stay on hiatus due to COVID-19 health restrictions. The school counselor involved students in several activities in support of mental health.	7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week. 4000-4999: Books And Supplies LCFF - Supplemental 3000.00	Books and supplies for enrichment classes 4000-4999: Books And Supplies LCFF - Supplemental 1,559.00
<p>Throughout the school year, teachers will devote a whole-class lessons to address social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.</p> <p>The school will also be piloting the use of Therapy Dogs quarterly in Physical Education classes.</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.</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.</p> <p>The school and teachers planned special school and classroom activities and events that focused on pertinent topics such as kindness, suicide prevention ("You Matter"), and empathy. The district also implemented Securly, a system for monitoring students' online activity that</p>	Honor Roll, Student of the Month, and Youth of the Month.. 4000-4999: Books And Supplies LCFF - Supplemental 1500.00	Books and supplies for incentives/awards 4000-4999: Books And Supplies LCFF - Supplemental 624.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	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.		

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.

The school's full-time counselor for 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. Special activities organized by the school counselor and school administrators, notably the "You Matter" suicide prevention campaign, were well received by students, families, and staff.

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

Expenditures for PBIS rewards were less than expected. No cost rewards such as lunch time activities were utilized to reinforce PBIS expectations.

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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.	The CAASPP was not given in the 19/20 or 20/21 school year so a comparison cannot be given. This year will be our base line. The results of the 2022 CAASPP show 33% of the students met or exceeded the standard. SPED: 9% English Learner: 0% Low SES: 23%

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The Math Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.	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.	PLC time (late start, Staff development days) None Specified District Funded 0	PLC time (late start, Staff development days) None Specified District Funded 0
Teachers will have opportunities to attend training on California State Standards-focused	District consultant Michele Douglass continued to work with teachers on bringing students to	Conferences and Workshops/Substitutes for classroom teachers 5800:	District provided Math Consultant. Due to COVID restrictions and staff (substitute)

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
workshops that address mathematics needs. These may be sponsored by the district or Santa Barbara County Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and mathematical strategies in their classrooms. They also will have release time and training focused on math intervention.	mastery of "hinge" (essential) math standards and on adding games to make math more engaging for students.	Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 5000.00	shortages, teachers did not attend in-person conferences. 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0
Materials to be used to support student engagement and increased access to technology as it relates to intervention, use of multiple site licenses; such as IXL and Engage New York, and increased access to the tech book for the CPM mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.	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.	Technology 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2000.00	Technology supplies to support use of software including chargers and headphones for student use. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1,864.00
Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers will be offered throughout the school year. Morning intervention times could be added.	Before/after school tutoring was not provided during the 2021-2022 school year.	Before/After school computer access/tutoring. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6000.00	Purchase of technology to support computer access 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8836.00
Continue implementation of intervention during the school day with four 30 minute blocks per week for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district	The OJHS Extended Learning Opportunity (ELO) period remained an important venue for math intervention. Zearn/ Eureka Math emerged during 2021-2022 as teachers' primary means of differentiating instruction in math. Zearn/ Eureka Math is a	math intervention 4000-4999: Books And Supplies LCFF - Supplemental 2500.00	Purchase of technology to support computer access and access to math intervention software 4000-4999: Books And Supplies LCFF - Supplemental 3,500.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</p>	<p>research-based program that is available for teachers and students in grades 7-8. 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>		

Analysis

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

All of the actions stated here, with the exception of before and after school tutoring, 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. The Extended Learning Opportunity (ELO) period remained a foundational place for student intervention in math.

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. In fall of 2021, 38% of 7th graders met or exceeded the standard and 41% of 7th graders met or exceeded the standard in the spring 2022. In fall of 2021, 40% of 8th graders met or exceeded the standard. In the spring the data appears to show only 4 students took NWEA so a comparison cannot be made.

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

Due to COVID restrictions and staff (substitute) shortages, teachers did not attend in-person 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.

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 4

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate Chronic Absenteeism Rate	Increase attendance rate to 98% for all students and each subgroup. Decrease Chronic Absenteeism by 8% for all students and each subgroup.	The attendance rate for all students during the 21/22 school year was 90.44% The chronic absenteeism rate for the 21/22 school year was 33.26%

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	School administrators, teachers, 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 short-term independent study assignments.	Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 1000.00	No cost incentives were utilized 4000-4999: Books And Supplies LCFF - Supplemental 0
Improve the attendance rate and decrease chronic	Truancy and School Attendance Review Board		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
absenteeism for all students through the School Attendance Review Board process.	(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.		
Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year. Regular lessons in social/emotional learning will be planned for one day for each round of ELO.	Teachers worked hard to build relationships with students during the course of the 21/ 22. Additionally, teachers regularly taught lessons that focused on social and emotional learning during the ELO period.		

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 incentives such as lunch time activities were utilized for attendance awards.

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 5

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Student Survey Parent Survey Healthy Kids Survey</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.</p>	<p>In October 2022 students reported there is an adult on campus who: Really cares about me: 70.4% pretty much or very much true. Who notices when I'm not there: 60.7% pretty much or very much true. Who listens to me when I have something to say: 64.7 % pretty much or very much true. Who is there for me when I have a problem or concern: 65.9% pretty much or very much true. Who believes I will be a success: 67.6% pretty much or very much true.</p> <p>During the 21/22 school year parents agreed or strongly agreed: At my child's school, the principal and school staff communicate with parents about what is happening at the school: 85%. Teachers communicate with parents about what the students are expected to learn in class: 81.1%. Parents feel welcome to be involved in the school: 79.3%. If I have a problem, I have someone at the school I can talk to: 81.1%. School staff takes parent concerns seriously: 66%</p>

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers and schools will emphasize teacher-student relationships throughout the 2021-2021 school year. Regular 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</p>	<p>Lessons in Social/emotional learning (SEL) 4000-4999: Books And Supplies District Funded 0</p>	<p>Lessons in Social/emotional learning (SEL) 4000-4999: Books And Supplies District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>social/emotional learning will be planned weekly.</p>	<p>school, and teachers worked to bond with each individual student.</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, suicide prevention, and empathy.</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 is now 1:1 with technology. As needed, families will be able to check out hot spots that provide Wi-Fi access. Parent education nights will be offered by the district.</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 eighth-grade graduation were able to return to being in-person. The turnout at Open House Night and graduation 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>Parent Education Nights 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p>	<p>Parent Education Nights 5900: Communications 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.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Performance: English Language Arts

Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

LCAP Goal

Improving student achievement in language arts by providing and supporting engaging and high quality instruction which promotes active learning and maximizes student achievement in the area of language arts.

Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth, and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction, particularly for at-risk youth, and English Language Development (ELD) instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP – ELA Increase the percentage of students who Meet/Exceed the standard by 5%	2022 CAASPP Results % Met or Exceeded Standards 55% All Students 11% EL Students 19% Special Education Students 44% SES NA Foster NA Homeless	Increase student performance for all students by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard

Planned Strategies/Activities

Strategy/Activity 1

The English Department will continuously look at data related to this goal and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

9/22-9/23

Person(s) Responsible

Principal, TOSA, teachers.

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

Continue implementation of intervention during the school day for four 30-minute blocks per week for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Students to be Served by this Strategy/Activity

Students who are below standard in Reading through various district approved diagnostic screenings and assessments.

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, teachers.

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Software licenses: Reading Plus, IXL for Language Arts, and other classroom supplies to support intervention and tier 1 instruction.

Strategy/Activity 3

Teachers will have opportunities to attend training on California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers will also have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and literacy training focused on reading intervention.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	5108.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and Workshops

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions and Climate: Suspension/Expulsion

Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	Suspension/expulsion rates for 2021-22: 6.16% Suspension Rate 10.53% - English Learner 7.64% Socioeconomically Disadvantaged 16.67% Homeless 16.67% Foster	Maintain/decrease the current suspension/expulsion rate for all students and each student group and for each student group.

Planned Strategies/Activities

Strategy/Activity 1

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB, the library makerspace, sports, ELO enrichments, Mustang PRIDE Committee, and the Yearbook Class.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Leadership Team, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives.

Strategy/Activity 2

Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2022-2023 school year, these programs include Makerspace, Robotics, Volleyball, Basketball, and Track teams, Leadership class, Journalism class, peer tutoring, and ASB. Create opportunities for creative expression through the arts.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Staff/Admin

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week.

Strategy/Activity 3

Throughout the school year, teachers will devote a whole-class lessons to address social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

The school will also be piloting the use of Therapy Dogs quarterly in Physical Education classes.

Students to be Served by this Strategy/Activity

All Students.

Timeline

Ongoing

Person(s) Responsible

Admin/Staff

Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Honor Roll, Student of the Month, and Youth of the Month..

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Goal: Mathematics

Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of Mathematics.

Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	2019 CAASPP Results % Met or Exceeded Standard 33% All Students 0% English Learners 9% Special Education 23% SES	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.

Planned Strategies/Activities

Strategy/Activity 1

The Math Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

Students to be Served by this Strategy/Activity

All students.

Timeline

Ongoing

Person(s) Responsible

Admin/Staff/TOSAs

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	PLC time (late start, Staff development days)

Strategy/Activity 2

Teachers will have opportunities to attend training on California State Standards-focused workshops that address mathematics needs. These may be sponsored by the district or Santa Barbara County Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and mathematical strategies in their classrooms. They also will have release time and training focused on math intervention.

Students to be Served by this Strategy/Activity

All Students

Timeline

9/22-6/23

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conferences and Workshops/Substitutes for classroom teachers

Strategy/Activity 3

Materials to be used to support student engagement and increased access to technology as it relates to intervention, use of multiple site licenses (such as Zearn/Eureka Math), and increased access to the tech book for the CPM mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Administration/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology and software

Strategy/Activity 4

Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers will be offered throughout the school year. Morning intervention times could be added.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	6000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before/After school computer access/tutoring.

Strategy/Activity 5

Continue implementation of intervention during the school day with four 30 minute blocks per week for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Students to be Served by this Strategy/Activity

Students identified by various district approved universal screenings as needing intervention in math.

Timeline

Ongoing

Person(s) Responsible

Staff/Admin/TOSA/District

Proposed Expenditures for this Strategy/Activity

Amount	2500.00
Source	LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Math intervention materials, and other classroom supplies to support intervention and tier 1 instruction.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Academic Engagement: Chronic Absenteeism

Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absenteeism reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Student attendance rate for 2021-2022 was at 90.44%.	Increase attendance rate to 98% for all students and each subgroup.
Chronic Absenteeism Rate	Chronic Absenteeism Rate : 2021-2022 33.26% "All" Students 57.89% English Learner 42.04% Low SES 50% Homeless 33.33% Foster	Decrease Chronic Absenteeism by 8% for all students and each subgroup.

Planned Strategies/Activities

Strategy/Activity 1

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Admin/office staff/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Incentives

Strategy/Activity 2

Improve the attendance rate and decrease chronic absenteeism for all students through the School Attendance Review Board process.

Students to be Served by this Strategy/Activity

All students identified as chronically absent.

Timeline

Ongoing

Person(s) Responsible

Admin/office staff/District/Counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year. Regular lessons in social/emotional learning will be planned for one day for each round of ELO.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	District adopted and funded SEL curriculum (SEE Learning)

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Supportive Learning Environments

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey Healthy Kids Survey	<p>In October 2022 students reported there is an adult on campus who: Really cares about me: 70.4% pretty much or very much true. Who notices when I'm not there: 60.7% pretty much or very much true. Who listens to me when I have something to say: 64.7 % pretty much or very much true. Who is there for me when I have a problem or concern: 65.9% pretty much or very much true. Who believes I will be a success: 67.6% pretty much or very much true.</p> <p>During the 21/22 school year parents agreed or strongly agreed: At my child's school, the principal and school staff communicate with parents about what is happening at the school: 85%. Teachers communicate with parents about what the students are expected to learn in class: 81.1%. Parents feel welcome to be involved in the school: 79.3%.</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.</p>

Metric/Indicator	Baseline	Expected Outcome
	If I have a problem, I have someone at the school I can talk to: 81.1%. School staff takes parent concerns seriously: 66%	

Planned Strategies/Activities

Strategy/Activity 1

Teachers and schools will emphasize teacher-student relationships throughout the 2022-2023 school year. Regular lessons in social/emotional learning will be planned.

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	4000-4999: Books And Supplies
Description	Lessons in Social/emotional learning (SEL)--District adopted and funded

Strategy/Activity 2

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district is now 1:1 with technology. As needed, families will be able to check out hot spots that provide Wi-Fi access. Parent education nights will be offered by the district.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parent Education Nights

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	33,608.00

Allocations by Funding Source

Funding Source	Amount	Balance
Site Formula Funds	0	0.00
LCFF - Supplemental	33608.00	0.00
Other	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	33,608.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
4000-4999: Books And Supplies	15,500.00
5000-5999: Services And Other Operating Expenditures	7,108.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	15,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,108.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Joe Schmidt	Principal
Kelli Zamudio	Classroom Teacher
Kacie Jackson	Classroom Teacher
Molly Johnston	Other School Staff
Elaine Furst	Other School Staff
Justine Jokela	Parent or Community Member
Jen O'Kane	Parent or Community Member
Sophia O'Kane	Secondary Student
Aubree Jokela	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 17, 2022.

Attested:

Principal, Joe Schmidt on November 17, 2022

SSC Chairperson, Jen O'Kane on November 17, 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	Orcutt School for Independent Study
Address	1220 Oak Knoll Road Santa Maria, CA 93455
County-District-School (CDS) Code	42-69260-0141168
Principal	Cher Manich
District Name	Orcutt Union School District
SPSA Revision Date	October 10, 2022
Schoolsite Council (SSC) Approval Date	November 8, 2022
Local Board Approval Date	December 15, 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

Vision:

To be a benchmark independent study program, recognized for effective student-centered learning environments, a welcoming community that promotes mutual respect and the appreciation of diversity of experiences that make up its population, with an unwavering emphasis on preparing students to be leaders equipped as thriving citizens in the 21st century global society.

Mission:

Orcutt School for Independent Study provides innovative avenues of study and educational options that place a premium on academic learning, with caring relationships at its core. As partners, students, parents, staff and the community work together to ensure a nurturing, caring environment where students achieve their potential.

School Profile

The Orcutt School for Independent Study (OSIS) is in its second year as an Orcutt Union School District school offering independent study options to students in grades K-8. Prior to 2021-2022, the school was affiliated with the Orcutt Academy Charter School as an independent study program. In the wake of the alterations to independent study brought on by AB 130, District Superintendent Dr. Holly Edds on August 6 made the decision to once again affiliate the independent study program with the district (not the charter) and to work toward establishing the program as a separate district school.

What follows is a brief recap on how OSIS operates as a school:

School Organization

OSIS is a full-fledged district school, with all revenue through enrollment going to the Orcutt Union School District. The school's format is independent study and it adheres to AB 130 and all state laws, Board Policies, and Administrative Regulations that pertain to that educational option. Grade levels served are kindergarten through eighth grade. The school currently serves 48 students. Cher Manich is the principal, and the school employs four teachers and an office manager. The campus location is at 1220 Oak Knoll Road in Orcutt, where it occupies a portion of the Ralph Dunlap School site. OSIS has an approved budget as a separate school, and its budget structure is consistent with the budget structure of other schools in the district. OSIS is responsible for required state documents such as the School Plan for Student Achievement, Safe Schools Plan, and School Accountability Report Card. As part of the district, OSIS potentially will be able to benefit from federal and state grants allocated to the district.

Curriculum

OSIS utilizes district-adopted curricula that fully align with state standards and state requirements. In addition to the core curriculum and its online components, OSIS students and teachers also have access to supplemental district online programs such as Pathblazer, Zearn Math, and Imagine Learning (for English Learners). OSIS teachers participate in professional development on curriculum provided by the OUSD Educational Services Department with the support of a Teacher on Special Assignment. Teachers are also provided opportunities to participate in grade-level collaboration to calibrate and prioritize teaching/learning strategies based on present-level data outcomes.

Instruction

OSIS offers a blended option that features three days of in-person instruction and two days of home study. It also offers a full home study option and an option for dual enrollment with the district's junior high schools. These options will feature daily interaction and live synchronous instruction to the extent required by AB 130. The program has some academic intervention offerings facilitated by the district Educational Services Department.

Assessment

OSIS administers the same benchmark and state assessments as other K-8 schools in the district; these include assessments with Acadience reading fluency, NWEA reading and math, and all required state tests ranging from state fitness testing to ELPAC to CAASPP English Language Arts and Math. Because OSIS is a separate school entity, it will have its own entry on the California School Dashboard where assessment results will be reported.

Student Supports

OSIS students have access to Special Education services, counseling services, and other student supports. Principal Manich and her staff have school rules and policies in place and have begun implementing Positive Behavioral Interventions and Supports (PBIS) strategies utilized by the district's other schools. OSIS will continue to organize assemblies, activities, and events that enrich students' learning experiences and enable families to feel an affinity with the program. If students and families desire, OSIS can partner with other district schools to make available opportunities for extracurricular activities, athletics, and academic competitions. Currently, outreach to partner with the Ralph Dunlap campus PTA and their events have begun as OSIS now shares its campus with Ralph Dunlap. This makes for a natural partnership working together.

For the 2022-2023 school year, 48 students are enrolled, including 0% classified as English Language Learners, 16.33% as students with disabilities, and 57.14% as socioeconomically disadvantaged.

English Language Learners: English Learners represent 0% of the student population. Students who may enroll as an English Learner would be 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 16.33% of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services include speech & language services, a Resource Specialist Program, adaptive physical education, and counseling as determined by an SST process, IEP meeting, and/or where applicable, parent request. 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 push-in classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group or simply attending school events. Parents stay informed on upcoming events and school activities through email, school newsletters, the school website, and the ParentSquare digital communication tool/app. Opportunities to serve on committees include the following: District English Learner Advisory Council 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 School Plan for Student Achievement was discussed at the following:
Leadership Meeting of September 19, 2022.
Staff Meeting of September 29, 2022.
School Site Council meeting of November 8, 2022.

There is a continual dialogue about the operations of the program due to the requirements of AB 130, the needs of students with or without academic or social-emotional supports, as well as collaboration with other schools within the district to provide intra-district transfers with minimal delays or disruption to student learning goals.

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. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.

2. As a charter, enrollment increased during the 2020-2021 school year which may have been a direct result of the pandemic. Enrollment dropped significantly (21 students from 2020-2022; or 107 students from 2021-2022) in 2021-2022 which was lower than the 2019-2020 data levels pre-pandemic.
3. As a charter, all subgroups declined in enrollment with the exception of Hispanic/Latino which increased in enrollment by 34 students over the three years and the multiple or no response group by 13 students.

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. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, there was not an identifiable source amount of reclassified students in 2021-2022. A great number of students were reclassified in 2020-2021.
3. As a charter, enrollment of English Learner's remained constant with a slight reduction in 2021-2022 presumably due to the number of students who were reclassified in 2020-2021.

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	14	16	0	14	16	0	14	80	0.0	100.0
Grade 4	18	21	14	17	0	13	17	0	13	94.4	0.0	92.9
Grade 5	21	29	16	19	0	16	19	0	16	90.5	0.0	100.0
Grade 6	19	24	16	19	0	16	19	0	16	100	0.0	100.0
Grade 7	24	25	16	20	0	16	20	0	16	83.3	0.0	100.0
Grade 8	28	28	16	28	0	15	28	0	15	100	0.0	93.8
Grade 11	130	139	157	126	123	147	126	123	147	96.9	88.5	93.6
All Grades	260	292	249	245	123	237	245	123	237	94.2	42.1	95.2

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.		2397.	37.50		14.29	31.25		28.57	18.75		14.29	12.50		42.86
Grade 4	2498.		2438.	23.53		15.38	52.94		7.69	5.88		38.46	17.65		38.46
Grade 5	2501.		2522.	21.05		25.00	31.58		31.25	21.05		25.00	26.32		18.75
Grade 6	2524.		2518.	15.79		18.75	26.32		25.00	36.84		31.25	21.05		25.00
Grade 7	2581.		2608.	20.00		37.50	50.00		18.75	10.00		31.25	20.00		12.50
Grade 8	2566.		2583.	10.71		13.33	39.29		46.67	35.71		26.67	14.29		13.33
Grade 11	2621.	2660.	2642.	32.54	42.28	39.46	36.51	39.84	33.33	19.05	14.63	19.73	11.90	3.25	7.48
All Grades	N/A	N/A	N/A	26.53	42.28	32.49	37.55	39.84	30.80	20.82	14.63	22.78	15.10	3.25	13.92

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	36.73	42.06	51.22	52.38	18.25	3.25	10.88
All Grades	33.47	45.53	32.07	46.94	51.22	55.27	19.59	3.25	12.66

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	38.10	53.17	58.54	53.06	11.11	6.50	8.84
All Grades	32.65	34.96	31.22	53.47	58.54	54.43	13.88	6.50	14.35

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	23.13	62.70	80.49	65.99	8.73	2.44	10.88
All Grades	23.67	17.07	16.88	65.71	80.49	71.73	10.61	2.44	11.39

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	32.65	48.41	48.78	61.22	11.90	2.44	6.12
All Grades	32.65	48.78	24.89	49.39	48.78	65.82	17.96	2.44	9.28

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.

Conclusions based on this data:

1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, students in grades 5-8 showed an increase in meeting or exceeding standards in ELA.
3. As a charter, students in grades 3-4 showed a decrease in meeting or exceeding standards in ELA, with a 26 percent drop in 3rd grade and a 53 percent drop in 4th grade.

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	14	16	0	14	16	0	14	80	0.0	100.0
Grade 4	18	21	15	17	0	14	17	0	14	94.4	0.0	93.3
Grade 5	21	29	16	19	0	16	19	0	16	90.5	0.0	100.0
Grade 6	19	24	16	19	0	16	19	0	16	100	0.0	100.0
Grade 7	24	25	16	21	0	16	21	0	16	87.5	0.0	100.0
Grade 8	28	28	17	28	0	16	28	0	16	100	0.0	94.1
Grade 11	130	139	157	126	118	147	126	118	147	96.9	84.9	93.6
All Grades	260	292	251	246	118	239	246	118	239	94.6	40.4	95.2

* 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.		2425.	18.75		7.14	31.25		42.86	31.25		35.71	18.75		14.29
Grade 4	2482.		2457.	17.65		14.29	29.41		35.71	35.29		14.29	17.65		35.71
Grade 5	2488.		2501.	21.05		0.00	21.05		43.75	15.79		43.75	42.11		12.50
Grade 6	2515.		2500.	15.79		12.50	15.79		18.75	31.58		43.75	36.84		25.00
Grade 7	2552.		2591.	19.05		37.50	23.81		25.00	33.33		18.75	23.81		18.75
Grade 8	2542.		2581.	21.43		25.00	14.29		25.00	14.29		31.25	50.00		18.75
Grade 11	2622.	2630.	2611.	17.46	19.49	17.69	38.10	29.66	25.17	21.43	30.51	29.93	23.02	20.34	27.21
All Grades	N/A	N/A	N/A	18.29	19.49	17.15	30.08	29.66	27.62	23.58	30.51	30.54	28.05	20.34	24.69

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.

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	23.13	38.89	51.69	54.42	26.19	22.88	22.45
All Grades	29.27	25.42	21.34	37.40	51.69	56.90	33.33	22.88	21.76

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	21.77	54.76	65.25	59.86	20.63	11.02	18.37
All Grades	22.36	23.73	19.67	50.00	65.25	59.41	27.64	11.02	20.92

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	24.49	60.32	68.64	62.59	14.29	9.32	12.93
All Grades	23.17	22.03	22.18	54.47	68.64	62.34	22.36	9.32	15.48

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. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, significant drops in students meeting or exceeding standard in overall mathematic performance were evident, concurrently they still maintained a 50% and 42% +- proficiency rate respectively from 2018-2022,
3. Significant gains were made in grades 7 and 8 in the meeting and exceeding standard in math proficiency with a 20 percentage gain in 7th grade and 14 percentage gain in 8th grade from 2018-2022.

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	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	4		*
8	*	*		*	*		*	*		4	*	
9	*	*	*	*	*	*	*	*	*	*	6	5
10	*	*	*	*	*	*	*	*	*	*	6	6
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										24	23	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.

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	*	*		*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	26.09	28.57	54.17	60.87	57.14	8.33	8.70	14.29	0.00	4.35	0.00	24	23	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.

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	*	*		*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.17	65.22	33.33	45.83	26.09	61.90	0.00	4.35	4.76	0.00	4.35	0.00	24	23	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.

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	*	*		*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	13.04	14.29	41.67	39.13	42.86	37.50	34.78	38.10	4.17	13.04	4.76	24	23	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.

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	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	26.09	23.81	62.50	65.22	76.19	4.17	8.70	0.00	24	23	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.

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	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	75.00	86.96	57.14	25.00	8.70	42.86	0.00	4.35	0.00	24	23	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.

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	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	17.39	23.81	66.67	43.48	66.67	16.67	39.13	9.52	24	23	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.

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	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*	
6	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.83	21.74	19.05	79.17	69.57	66.67	0.00	8.70	14.29	24	23	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.

Conclusions based on this data:

1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. There was not enough significant data at each grade level to determine a specific area of growth per grade level.
3. To look at overall data as a charter, student proficiency decreased in writing, speaking, and listening; whereas reading scores increased from 2018 to 2022. Since reading has been a district-wide focus, efforts to improve reading appears to be affective in improving achievement for English 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:

1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.

2. As a charter, the socioeconomically disadvantaged remained the largest student group enrolled at almost 28%.
3. Hispanic (38.7%) and white(47.4) students remained the largest student groups enrolled and make up 86% of the student body.







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. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, suspension data reflects that this is the greatest area of need for improvement.
3. As a charter, even with chronic absenteeism indicating another area of focus for improvement, graduation rates remained high.

School and Student Performance Data

Academic Performance English Language Arts

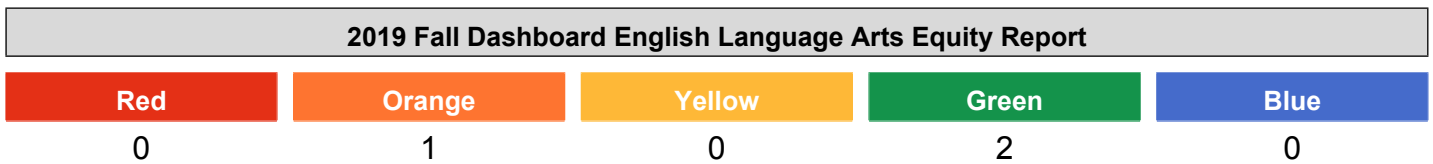
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>26.2 points above standard Maintained ++1.8 points</p> <p>235</p>	<p>English Learners</p> <p>No Performance Color</p> <p>55.5 points below standard Declined Significantly -18.6 points</p> <p>15</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>10.4 points below standard Declined -13.6 points</p> <p>76</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>62.3 points below standard Maintained -0.8 points</p> <p>28</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 54 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.2 points above standard Increased ++13.9 points 99	 No Performance Color 37.7 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 41.6 points above standard Maintained -2.4 points 101

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.7 points below standard 12	Less than 11 Students - Data Not Displayed for Privacy 3	28.6 points above standard Increased ++4.3 points 203

Conclusions based on this data:

1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, Hispanic students made significant gains in English Language Arts proficiency; however, English Learners proficiency rates declined significantly in English Language Arts,
3. As a charter and as a whole, overall data indicated that students maintained proficiency in ELA with an average gain of 1.8 points.

School and Student Performance Data

Academic Performance Mathematics

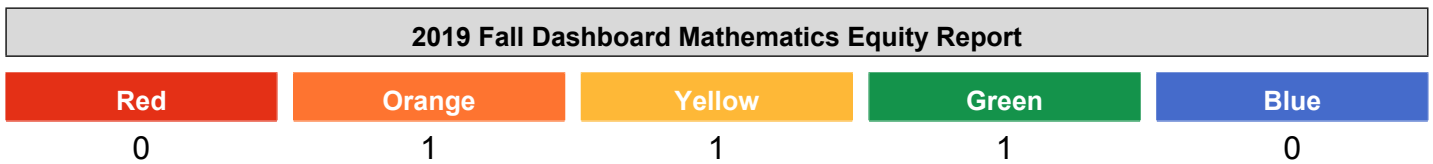
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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> Yellow 13.6 points below standard Declined -6 points 236	<p>English Learners</p> No Performance Color 83.9 points below standard Declined Significantly -38.4 points 15	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Orange 57.6 points below standard Declined Significantly -30.2 points 76	<p>Students with Disabilities</p> No Performance Color 103.9 points below standard Maintained -2.8 points 28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color 51.4 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.6 points below standard Increased ++5.6 points 99	 No Performance Color 22.8 points below standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 4 points above standard Declined -4.6 points 102

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.3 points below standard 12	Less than 11 Students - Data Not Displayed for Privacy 3	12.4 points below standard Declined -4.4 points 204

Conclusions based on this data:

1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, Hispanic students increased proficiency in math performance but not enough to be significant. However, English Learners decreased significantly in mathematical proficiency with 83.9 points below standard.
3. Socioeconomically disadvantaged students also significantly decreased proficiency in math, with a 57.6 point drop.

School and Student Performance Data

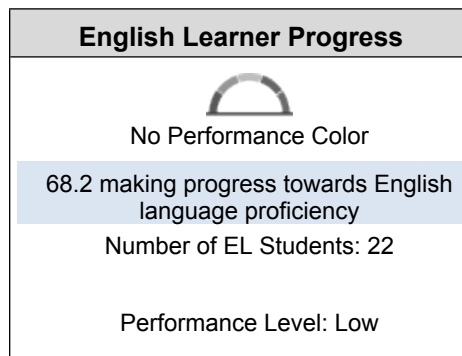
Academic Performance English Learner Progress

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:

1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, English Learner's maintained or decreased one ELPI Level.
3. With 22 students, none of them progressed at least one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

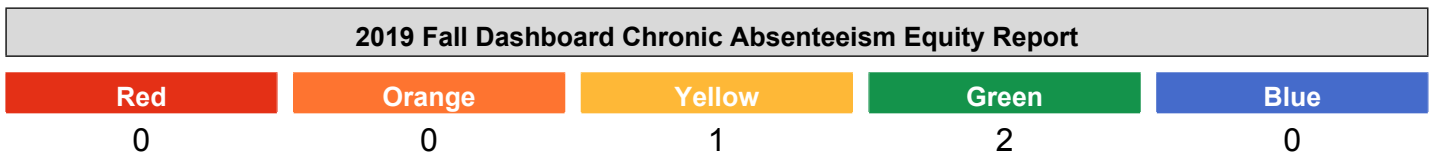
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, English Learners and students with disabilities absentee rates increased above all other student groups.
3. As a charter, Hispanic and White student groups maintained levels of Chronic Absenteeism. No significant changes were observed.

School and Student Performance Data

Conditions & Climate Suspension Rate

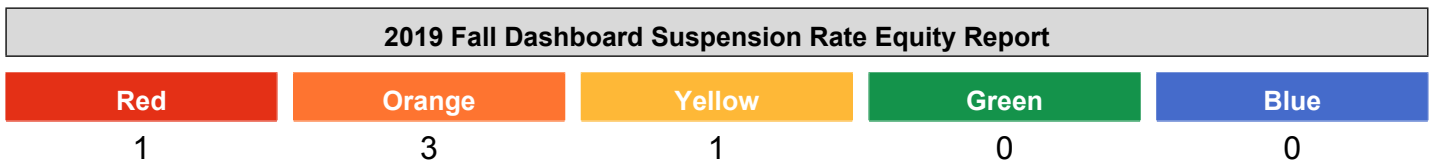
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:

1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, suspension rates maintained or increased for all student groups.
3. As a charter, there was not a significant number of students to identify student group performance data.

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
NWEA-MAP Grades 1-8 Reading Assessment % students scoring "Avg," "HiAvg," and "Hi"	The percentage of students scoring "Avg," "HiAvg," and "Hi" will increase by 5% as measured by the NWEA Reading Assessment administered in Spring 2021.	The percentage of students scoring "Avg," "HiAvg," and "Hi" remained the same at 65%
Acadience Reading Grade K % of students scoring "At or Above Benchmark" on Composite Score	By Spring 2021, 80% of kindergarten students will be scoring at or above benchmark	The percentage of students scoring at/above benchmark on Composite Score was 25% or 1 out of the 4 students.

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>Teachers will implement district-adopted curriculum in English/language arts (Wonders for grades K-5, Collections for grades 6-8). The Teacher on Special Assignment (TOSA) assigned to OSIS will provide initial and follow-up trainings for OSIS teachers. Emphasis will be given to online components suited for home study and to supplemental materials that are pertinent to English Learners and struggling students.</p>	<p>Teachers implemented district-adopted curriculum in English/language arts (Wonders for grades K-5, Collections for grades 6-8). The Teacher on Special Assignment (TOSA) assigned to OSIS provided initial and follow-up training for OSIS teachers. Emphasis was given to online components suited for home study and to supplemental materials that are pertinent to English Learners and struggling students.</p>	<p>TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Professional development cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Professional Development Block Grant 0</p>	<p>TOSA supported curriculum implementation 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Professional development cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Professional Development Block Grant 0</p>
<p>B. Progress Monitoring</p> <p>In English/language arts, teachers will monitor</p>	<p>In English/language arts, teachers monitored student progress by regularly reviewing and</p>	<p>Progress Monitoring Materials/District Funded</p>	<p>Acadience used for progress monitoring</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>student progress by regularly reviewing and analyzing student work and assessment data. Metrics to help with this will include Acadience Reading, the NWEA reading test, end-of-unit textbook assessments, the district writing performance assessment, and state CAASPP tests in ELA. Teachers will utilize data (NWEA, Acadience, and CAASPP assessment data) to design interventions and supports for students.</p> <p>Teachers will attend Student Success Team meetings with parents to address specific needs.</p>	<p>analyzing student work and assessment data. Metrics to help with this will included Acadience Reading, the NWEA reading test, end-of-unit textbook assessments, the district writing performance assessment, and state CAASPP tests in ELA. Teachers utilized data (NWEA, Acadience, and CAASPP assessment data) to design interventions and supports for students.</p> <p>Teachers attended Student Success Team meetings with parents to address specific needs.</p>	<p>None Specified District Funded 0</p>	<p>None Specified District Funded 0</p>
<p>C. Academic Intervention (Tier 2)</p> <p>Reading intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by intervention teachers. The district Educational Services staff and TOSAs will provide support for the identification of and training in effective, research-based interventions for at-risk students.</p> <p>Increased education opportunities will also be provided: After-school tutoring with our certificated teachers will be offered throughout the school year.</p>	<p>Reading 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 intervention teachers. The district Educational Services staff and TOSAs provided support for the identification of and training in effective, research-based interventions for at-risk students.</p> <p>Increased education opportunities were also provided: After-school tutoring with our certificated teachers was offered throughout the school year.</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,240</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 2,000</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,240</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 2,000</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.

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 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.

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
NWEA-MAP Grades 1-8 Mathematics Assessment % students scoring "Avg," "HiAvg," and "Hi"	The percentage of students scoring "Avg," "HiAvg," and "Hi" will increase by 5% as measured by the NWEA Mathematics Assessment administered in Spring 2021.	The percentage of students in 1st-8th grades scored at 29% Avg-Hi. This was a decrease of 26%.

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>Teachers will implement district-adopted curriculum in mathematics (Expressions for grades K-5, College Preparatory Mathematics for grades 6-8). The Teacher on Special Assignment (TOSA) assigned to OSIS will provide initial and follow-up trainings for OSIS teachers. Emphasis will be given to online components suited for home study and to supplemental materials that are pertinent to English Learners and struggling students.</p> <p>The TOSA team will provide support for identification of and training in effective, research-based instruction for at-risk students, especially English learners, foster</p>	<p>A. Initial Classroom Instruction (Tier 1)</p> <p>Teachers implemented district-adopted curriculum in mathematics (Expressions for grades K-5, College Preparatory Mathematics for grades 6-8). The Teacher on Special Assignment (TOSA) assigned to OSIS provided initial and follow-up trainings for OSIS teachers. Zearn/Eureka Math has been utilized as supplemental curriculum in order to differentiate for students who need intervention or enrichment.</p> <p>The TOSA team provided support for identification of and training in effective, research-based instruction for at-risk students, especially English learners, foster youth, and low-income students.</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 5800: Professional/Consulting Services And Operating Expenditures District Funded 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 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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>The principal and TOSA will monitor instruction via classroom walk-throughs during blended instruction, visits to virtual lessons during synchronous instruction, and reviews of student work assigned by teachers.</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 principal and TOSA monitored instruction via classroom walk-throughs during blended instruction, visits to virtual lessons during synchronous instruction, and reviewed student work assigned by teachers.</p>		
<p>B. Progress Monitoring</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 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>B. Progress Monitoring</p> <p>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>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>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p>
<p>C. Academic Intervention (Tier 2)</p>	<p>C. Academic Intervention (Tier 2)</p>	<p>TOSA/District funded/Reported under</p>	<p>TOSA/District funded/Reported under</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students. In coordination with TOSA, teachers will identify students in need of targeted academic intervention.</p>	<p>The district literacy consultant and TOSAs provided support for the identification of and training in effective, research-based interventions for at-risk students. In coordination with TOSA, teachers identified students in need of targeted academic intervention.</p>	<p>E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p>
<p>Identified students will receive support through increased education opportunities: After school tutoring with one of our certificated teachers throughout the school year.</p>	<p>Identified students received support through increased education opportunities: After school tutoring with one of our certificated teachers throughout the school year.</p>	<p>On-line Math programs for Math Intervention 4000-4999: Books And Supplies LCFF - Supplemental 2,000</p>	<p>On-line Math programs for Math Intervention 4000-4999: Books And Supplies LCFF - Supplemental 1750</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>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>		

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. Grade 1 was 38% at/above benchmark. Grade 2 was 75% at/above benchmark. Grade 3 was 20% at/above benchmark. Grade 4 was 50% at/above benchmark. Grade 5 was 20% at/above benchmark. Grade 6 was 40% at/above benchmark. Grade 7 was 22% at/above benchmark. Grade 8 was 8% at/above benchmark.

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

Zearn and IXL were district funded, and funds were used to acquire Pathblazer for support in math intervention at students instructional levels based on NWEA proficiency levels.

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 districtwide, focus area. Following are key elements we are working on 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
<p>School attendance (in the independent study format, attendance is determined through student completion of independent study assignments)</p> <p>Chronic absenteeism (students who are marked absent for 10% or more of the time)</p>	<p>Increase school attendance rate by 2% in 2021-2022</p>	<p>School attendance increased with 100% in attendance or 0% chronically absent.</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>Provide digital experiences to enrich the curriculum and engage more fully in the school experience.</p>	<p>A. School Culture and Communication with Students</p> <p>Communication with students and parents/guardians on the importance of school attendance continued.</p> <p>Continued to build a culture at the school that celebrated school attendance and recognized attendance through incentives and recognition.</p> <p>Staff continued to provide digital experiences to enrich the curriculum and engage students more fully in the school experience.</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 500</p> <p>Digital experiences to enrich the curriculum 4000-4999: Books And Supplies LCFF - Supplemental 3,469</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 134</p> <p>Digital experiences to enrich the curriculum 4000-4999: Books And Supplies District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<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, counselor, and community liaison to work with students and families on improved attendance.</p> <p>Utilize parent letters, district referrals, and the Tiered Reengagement Process.</p>	<p>B. School Programming and Communication with Families</p> <p>Regularly screened attendance data to identify students with attendance issues. Made regular contact with parents/guardians of these students.</p> <p>As 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, counselor, and community liaison to work with students and families on improved attendance.</p> <p>Utilized parent letters, district referrals, and the Tiered Reengagement Process.</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. With Independent Study as an option, greater participation in school was possible and encouraged.

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

The inherent flexibility associated with independent study enabled students to remain attending school (via home study) even while following quarantining requirements. Processes for truancy notification and referrals to SARB and/or tiered reengagement 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.

Digital experiences through curriculum were provided with the acquisition of district adopted curriculum which had embedded digital components. Curriculum was district funded. Attendance incentives for field day were less than anticipated.

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

Our school and school district will remain focused on attendance in 2022-2023. Tiered reengagement, 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 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 from the October 2021 survey:</p> <p>Questions: There are adults at school who *really care about them (86%) *notice when they are not there (73%) *listen to them when they have something to say (79%) *are there for them when they have a problem or concern (83%) *believe they will be a success (85%)</p> <p>Increase by 20% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication:</p> <p>Questions: At my child's school... *school staff communicate with parents about what is happening at the school (75%) *teachers communicate with parents about what students are expected to learn (59%) *parents feel welcome to be involved in the school (59%) *there is someone at school to talk to about a problem or concern (59%) *school staff take parent concerns seriously (58%)</p>	<p>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 from the October 2022 survey:</p> <p>Questions: There are adults at school who *really care about them (86%) *notice when they are not there (71%) *listen to them when they have something to say (71%) *are there for them when they have a problem or concern (79%) *believe they will be a success (71%)</p> <p>The percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication:</p> <p>Questions: At my child's school... *school staff communicate with parents about what is happening at the school (80%) *teachers communicate with parents about what students are expected to learn (40%) *parents feel welcome to be involved in the school (60%) *there is someone at school to talk to about a problem or concern (100%) *school staff take parent concerns seriously (100%)</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>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 for our Monday Live-Lessons: 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>Teachers and schools emphasized teacher-student relationships at the outset of the 2021-2022 school year.</p> <p>Materials were translated and Interpreters were provided to make phone calls and assist at events/meetings when needed and/or requested.</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>Bilingual Community Liaison provides translation for 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 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>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</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</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
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 various activities from game nights to graduation.

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.

Expenditures remained the same as expected.

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

The district expects a full resumption of school and district events in 2022-2023. Starting the school year with an in-person signing day whereby students and families sign their intent to enroll, including the Independent Study Master Agreement, while also picking up supplies such as textbooks and devices. Staff will provide support on digital access, curriculum navigation, attendance as it pertains to work submission and virtual meetings. As well as, increase emphasis on SEE learning and student engagement opportunities (game nights, drop in labs/activities, art, PE, music options, family nights).

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	Maintain current rate of zero suspensions and zero expulsions in 2021-2022.	Suspensions and expulsions increased by 4.28% or 3 students.

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>Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the Books, Robotics team and, Math Super Bowl team.</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>School extracurricular events were offered to students to build community, teamwork, and leadership skills. These programs included: family nights, field trips, and game nights.</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 1112</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>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 school year. The district did bring in professional development on topics relevant to social/emotional learning.</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>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>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<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>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>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>Teachers focused on maintaining a close rapport with their students. 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 constitute 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. If needed, teachers could refer 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 blended, in-person instruction, and relating to peers on campus.

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

Funding for expenses pertaining to incentives were less than expected for field day activities. However, with the addition of the Vandenburg Starbase field trip experience, bussing for this program generated an additional cost with a result of an additional \$612 in 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 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. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction, particularly for at-risk youth, and English Language Development (ELD) instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Grades 1-8: Percentage of students scoring "Avg" "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment.	Grades 1-8: Percentage of students scoring "Avg" "HiAvg" or "Hi" as measured by Spring 2022 NWEA Reading Assessment. Overall: 65% Grade 1 13% Hi 25% HiAvg 25% Avg 13% LoAvg 25% Low Grade 2 25% Hi 0% HiAvg 50% Avg 25% LoAvg 0% Low Grade 3 10% Hi 20% HiAvg 0% Avg 40% LoAvg 30% Low	The percentage of students scoring "Avg" "HiAvg" or "Hi" will increase by 5% as measured by NWEA Reading Assessment. Goal for Spring 2023: 70%

Metric/Indicator	Baseline	Expected Outcome
	<p>Grade 4 40% Hi 20% HiAvg 20% Avg 20% LoAvg 0% Low</p> <p>Grade 5 10% Hi 40% HiAvg 30% Avg 10% LoAvg 10% Low</p> <p>Grade 6 20% Hi 33% HiAvg 27% Avg 13% LoAvg 7% Low</p> <p>Grade 7 0% Hi 27% HiAvg 45% Avg 18% LoAvg 9% Low</p> <p>Grade 8 0% Hi 7% HiAvg 47% Avg 33% LoAvg 13% Low</p>	
<p>Grades K: Percentage of students meeting proficiency as reported by Spring 2023 Acadience data.</p>	<p>Grade K: Percentage of students meeting proficiency as reported by Spring 2022 Acadience data: 25% Kindergarten At or Above Benchmark for Reading Composite Score.</p>	<p>Goal for Spring 2023 Acadience assessment: 80% of Kindergarten students will be At or Above Benchmark as measured by Acadience Reading Composite Score.</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.

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.

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, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA salaries and benefits/District Funded

Strategy/Activity 2

B. Progress Monitoring

In English/language arts, teachers will monitor student progress by regularly reviewing and analyzing student work and assessment data. Metrics to help with this will include Acadience Reading, the NWEA reading test, end-of-unit textbook assessments, the district writing performance assessment, and state CAASPP tests in ELA. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students.

Teachers will attend Student Success Team meetings with parents to address these needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Progress Monitoring Materials/District Funded

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Reading intervention classes will be offered (30-minute blocks, 3-4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by classroom and/or intervention teachers. The TOSAs will provide support for the identification of and training in effective, research-based interventions for at-risk students.

Increased education opportunities will also be provided: After-school tutoring with our certificated teachers will be offered throughout the school year.

Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries and Benefits
Amount	200
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance: Mathematics

Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of mathematics with the goal of all students achieving proficiency

LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-8 Mathematics Assessment % students scoring "Avg," "HiAvg," and "Hi"	Students scoring at "Avg," "HiAvg," and "Hi" were at 29% as administered in the Spring of 2022. Results from Spring 2022 NWEA Mathematics Assessment: Grade 1 13% Hi 0% HiAvg 25% Avg 25% LoAvg 38% Low Grade 2 0% Hi 50% HiAvg 25% Avg 25% LoAvg 0% Low Grade 3 0% Hi 0% HiAvg 20% Avg 10% LoAvg 70% Low Grade 4	The percentage of students scoring "Avg," "HiAvg," and "Hi" will increase by 5% as measured by the NWEA Mathematics Assessment administered in Spring 2023 to result in 34% at or above.

Metric/Indicator	Baseline	Expected Outcome
	0% Hi 17% HiAvg 33% Avg 17% LoAvg 33% Low Grade 5 0% Hi 0% HiAvg 20% Avg 40% LoAvg 40% Low Grade 6 0% Hi 20% HiAvg 20% Avg 33% LoAvg 27% Low Grade 7 0% Hi 0% HiAvg 22% Avg 44% LoAvg 33% Low Grade 8 0% Hi 0% HiAvg 8% Avg 69% LoAvg 23% Low	

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

Teachers will implement the district-adopted curriculum in mathematics (Expressions for grades K-5, College Preparatory Mathematics for grades 6-8), and district supplemental curriculum (Zearn). The Teacher on Special Assignment (TOSA) assigned to OSIS will provide initial and follow-up training for OSIS teachers. Emphasis will be given to online components suited for home study and to supplemental materials that are pertinent to English Learners and struggling students.

The TOSA team will provide support for the identification of and training in effective, research-based instruction for at-risk students, especially English learners, foster youth, and low-income students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

The principal and TOSA will monitor instruction via classroom walk-throughs during blended instruction, visits to virtual lessons during synchronous instruction, and reviews of student work assigned by teachers.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal
Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development: Cost of workshops, conferences, consultants, substitutes

Strategy/Activity 2

B. Progress Monitoring

Teachers will utilize data (NWEA, IABs, and SBAC assessment data) and Zearn alerts to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

The TOSA team will provide support for the identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal

Strategy/Activity 3

C. Academic Intervention (Tier 2)

The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students. In coordination with TOSA, teachers will identify students in need of targeted academic intervention.

Identified students will receive support through increased education opportunities such as after school tutoring with one of our certificated teachers throughout the school year, math labs, the Pathblazer personalized learning program, and enrichment opportunities like family math nights.

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-8) and Pathblazer to bolster students' skills in math.

Students to be Served by this Strategy/Activity

Students below grade level in mathematics, English Learners, Foster Youth, Low-Income Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Math Intervention

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Engagement: Chronic Absenteeism

Goal Statement

All students will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absenteeism reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School attendance (in the independent study format, attendance is determined through student completion of independent study assignments) Chronic absenteeism (students who are marked absent for 10% or more of the time)	2021-2022 School attendance: 100%	Maintain 100% school attendance rate in 2022-2023

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance.

Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Provide digital experiences to enrich the curriculum and engage more fully in the school experience.

Create opportunities for experiential math: family math nights, use of manipulatives, drop-in math labs, math talks.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	712
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Incentives
Amount	1500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Digital and hands-on experiential activities to enrich the curriculum

Strategy/Activity 2

B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. Implement incentives for increased and/or 100% attendance rates.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize office staff, counselor, and community liaison to work with students and families on improved attendance.

Utilize parent letters, district referrals, and the Tiered Reengagement Process.

Establish PBIS expectations and training to all stakeholders, to increase community building with common expectations.

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 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>October 2021 Student Survey The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who...</p> <ul style="list-style-type: none">*really cares about them (86%)*notice when they are not there (71%)*listen to them when they have something to say (71%)*are there for them when they have a problem or concern (79%),*believe they will be a success (71%). <p>October 2021 Parent Survey: The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that...</p> <ul style="list-style-type: none">*school staff communicate with parents about what is happening at the school (80%)*teachers communicate with parents about what students are expected to learn (40%)*parents feel welcome to be involved in the school (60%)	<p>Increase by 5% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships:</p> <p>Questions: There are adults at school who</p> <ul style="list-style-type: none">*really care about them (91%)*notice when they are not there (76%)*listen to them when they have something to say (76%)*are there for them when they have a problem or concern (84%)*believe they will be a success (76%) <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication:</p> <p>Questions: At my child's school...</p>

Metric/Indicator	Baseline	Expected Outcome
	*there is someone at school to talk to about a problem or concern (100%) *school staff take parent concerns seriously (100%).	*school staff communicate with parents about what is happening at the school (90%) *teachers communicate with parents about what students are expected to learn (50%) *parents feel welcome to be involved in the school (70%) *there is someone at school to talk to about a problem or concern (maintain, 100%) *school staff take parent concerns seriously (maintain, 100%)

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.

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 integrated into weekly instruction via blended or virtual activities; use of SEE learning and digital citizenship learning curriculum as is used within our district programming.

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
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 such as embedded video/document links within Parent Square and/or newsletters that provide tutorials, strategies, or tips.

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	2021-2022 2 (2%) students were suspended/expelled	Increase rate of suspensions and expulsions to 0% in 2022-2023.

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.

Offer school extracurricular events to students to build community, teamwork, and leadership skills, such as collaborative math/science activities, STEM/Math family nights, field trips, game nights, and student leadership opportunities.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	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 and digital citizenship lessons.

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.

Use of digital citizenship lessons to infuse digital choice that limits/eliminates exposure to content that may increase anxiety, promote inaccuracies, or increases opportunities for exclusive/bullying behaviors.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	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	5,412.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	5412.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	5,412.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,000.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	3,412.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,412.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Cher Manich	Principal
Carole Nishimori	Classroom Teacher
Deedra Garcia	Other School Staff
Hannah Brown	Parent or Community Member
Tiffany Flaten	Parent or Community Member
Heidi Esparza	Parent or Community Member
Celeste Quintana	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature


Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/8/2022.

Attested:



Principal, Cher Manich on 11/8/2022

SSC Chairperson, Hannah Brown on 11/8/2022

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 December 14, 2022

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Board Resolution for Orcutt Early Learning Center

Background

The Orcutt Union School District is proud to operate a State Preschool Program, the Orcutt Early Learning Center, on the campus of Orcutt Academy High School. In association with the renewal of our State Preschool Program contract for the 2023-2024 school year, the California Department of Social Services is requiring a resolution certifying board approval of the contract.

Recommendation

Staff recommends that Resolution No. 12 regarding the district's State Preschool Program contract with the California Department of Social Services be approved.

Fiscal Impact

No funding implications.

BOARD RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2023-24.**

RESOLUTION

BE IT RESOLVED that the Governing Board of Orcutt Union School District, authorizes entering into local agreement with the State of California and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
<u>Dr. Holly Edds</u>	<u>Superintendent</u>	_____
<u>Joe Dana</u>	<u>Asst. Supt., Educational Services</u>	_____
<u>Sandra Knight</u>	<u>Asst. Supt., Business Services</u>	_____

PASSED AND ADOPTED THIS 14th day of December, 2022, by the Governing Board of Orcutt Union School District of Santa Barbara County, California.

I, Lisa Morinini, Clerk of the Governing Board of Orcutt Union School District, of Santa Barbara County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a Board Meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

_____ 12/14/2022
 Clerk's Signature Date



ORCUTT Union School District

HUMAN RESOURCES MEMORANDUM

TO: Dr. Holly Edds
District Superintendent

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: December 14, 2022

RE: Hiring of Crystal Dolan on a Provisional Internship Permit for an Education Specialist – Resource (Ralph Dunlap)

BACKGROUND: Beginning in February 2022, the District has had a Notice of Vacancy posted on the District website, at each school site, on EdJoin, and has sent emails to all staff advertising the need for Education Specialists. The District anticipated the need for at least two special day class teachers and another five resource teachers due to restructuring, retirements and resignations. What was not expected was the increase in the number of students in need of being assessed and the increase in the number of resource students. With the continued shortage of teachers in the area of Special Education, the District finds itself in the position to hire a teacher utilizing the Provisional Intern Permit (PIP). The District has continued to advertise the position and has sent the Notice of Vacancy / Job Posting to local California Universities that offer an Education Specialist credential program and requested the vacancy be posted at the University Career Center's job board. The District has received applications for the various positions, has hired a total of eight fully credentialed teacher, one teacher on a university internship credential, one contracted resource teacher through a consultant firm but there is still the need for one additional teacher. With fewer qualified applicants this far into the school year, we believe we have found a strong candidate for the resource position at Ralph Dunlap.

Crystal Dolan is an ideal candidate for the Provisional Internship Permit (PIP) with experience and background she has gained while working as a support teacher in the resource program. She holds a BA in Psychology and is enrolled in the new Mild Moderate Support Needs credential program. She meets all the State requirements to obtain a PIP and has not yet completed all CSET exams for subject matter, but is in the process of registering for the remaining subtests in preparation for a university intern credential.

RECOMMENDATION: It is recommended that the Board of Trustees approve the use of a Provisional Internship Permit (PIP) to hire Crystal Dolan as a full-time Education Specialist (Resource teacher) with the Orcutt Union School District for the 2022-23 school year.



ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

BOARD OF TRUSTEES

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SUSAN SALUCCI
Assistant Superintendent
SANDY KNIGHT
Assistant Superintendent

TO: Dr. Holly Edds, Superintendent
Board of Trustees

FROM: Susan Salucci, Asst. Supt. of Human Resources

BOARD MEETING DATE: December 14, 2022

BOARD AGENDA ITEM: Approval of Tentative Agreement with Orcutt Educators Association (OEA)

BACKGROUND: The District has reached tentative agreement with OEA finalizing negotiations for the 2022-2023 school year

Highlights of the agreement are:

- 10% on schedule salary increase
- All High School Athletic Stipends will increase per the percentage indicated (attached) on step 1, column 3 of the certificated salary schedule.
- Term through 6/30/2025

RECOMMENDATION: It is recommended that the Board of Trustees ratify the negotiated agreement with the Orcutt Educators Association (OEA).

FINANCIAL IMPACT: The increased costs apply to the General Fund and Charter Fund. Additional details related to the financial impact of the agreement can be found in the *AB1200 Public Disclosure of Proposed Collective Bargaining Agreement* in the Business section of tonight's agenda.

A. Academy High School

- Athletic Director shall receive \$3500
- Gym Supervisor shall receive \$1600
- Girls Varsity Volleyball Coach shall receive \$1400 (*.0313)
- Girls JV Volleyball Coach shall receive \$1066 (*.0259)
- Boys Varsity Volleyball Coach shall receive \$1400 (*.0313)
- Boys JV Volleyball Coach shall receive \$1066 (*.0259)
- Girls Varsity Soccer Coach shall receive \$1400 (*.0313)
- Girls JV Soccer Coach shall receive \$1066 (*.0259)
- Boys Varsity Soccer Coach shall receive \$1400 (*.0313)
- Boys JV Soccer Coach shall receive \$1066 (*.0259)
- Girls Varsity Basketball Coach shall receive \$1600 (*.0313)
- Girls Varsity Basketball Assistant shall receive \$800 (*.0205)
- Girls JV Basketball Coach shall receive \$1066 (*.0259)
- Boys Varsity Basketball Coach shall receive \$1600 (*.0313)
- Boys varsity Basketball Assistant shall receive \$800 (*.0205)
- Boys JV Basketball Coach shall receive \$1066 (*.0259)
- Girls Varsity Tennis Coach shall receive \$1400 (*.0313)
- Girls JV Tennis Coach shall receive \$1066 (*.0259)
- Boys Varsity Tennis Coach shall receive \$1400 (*.0313)
- Boys JV Tennis Coach shall receive \$1066 (*.0259)
- Track Coach shall receive \$1400 (*.0313)
- Assistant Track Coach shall receive \$800 (*.0205)
- Girls Cross Country Coach shall receive \$1400 (*.0313)
- Boys Cross Country Coach shall receive \$1400 (*.0313)
- Swim Coach shall receive \$1400 (*.0313)
- Assistant Swim Coach shall receive \$800 (*.0205)
- Assistant Dive Coach shall receive \$800 (*.0205)
- Girls Golf Coach shall receive \$1400 (*.0313)
- Boys Golf Coach shall receive \$1400 (*.0313)
- Girls Varsity Softball Coach shall receive \$1400 (*.0313)
- Girls Varsity Softball Assistant shall receive \$800 (*.0205)
- Girls JV Softball Coach shall receive \$1066 (*.0259)
- Boys Varsity Baseball Coach shall receive \$1400 (*.0313)
- Boys Varsity Baseball Assistant shall receive \$800 (*.0205)
- Boys JV Baseball Coach shall receive \$1066 (*.0259)
- Cheerleading Coach shall receive \$1600 (*.0313)
- Dance Coach shall receive \$800 (*.0205)
- Varsity Football Coach shall receive \$1600 (*.0313)
- Varsity Football Assistant shall receive \$800 (*.0205)
- ASB Advisor shall receive \$2000
- Yearbook Advisor shall receive \$1600
- After-school Drama Advisor shall receive \$1400
- Performance Chorus Advisor shall receive \$1400

- Senior Class Advisor shall receive \$1400
- E-Sports Coach shall receive \$1400 (*.0313)
- E-Sports Assistant Coach shall receive \$800 (* .0205)
- Robotics Advisor shall receive \$1400
- Assistant Robotics Advisor shall receive \$800
- High School including charter, Professional Learning Community and Leadership Team Members shall receive \$1200 yearly (up to 8 per school site)