

ORCUTT UNION SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

Wednesday, June 7, 2023

District Office Board Room

500 Dyer St., Orcutt, CA 93455

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

Closed Session at 6:05 p.m.

Reconvene in Open Session at approximately 6:45 p.m.

I. OPEN SESSION 6:00 PM

A. Call Meeting to Order

B. Pledge of Allegiance

C. Adoption of the June 7, 2023 Agenda

Moved _____ Second _____ Vote _____

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

II. PUBLIC COMMENT REGARDING CLOSED SESSION ITEMS

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

A. Motion to Adjourn to Closed Session

Moved _____ Second _____ Vote _____

III. ADJOURN TO CLOSED SESSION

A. Conference with Legal Counsel Regarding Existing Litigation pursuant to California Government Code section 54956.9(d)(1): 5 Cases

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. Conference with Labor Negotiator. Agency representative, Board President. Unrepresented employee: Superintendent

F. Public Employee Discipline/Dismissal/Release/Complaint

G. Public Employee Evaluation of Performance

H. Student Discipline or Other Confidential Student Matters

IV. RECONVENE TO PUBLIC SESSION 6:45 PM

A. Motion to Reconvene to Public Session
Moved _____ Second _____ Vote _____

B. Report of Action Taken in Closed Session

V. COMMUNICATIONS/DISCUSSION/INFORMATION

- A. Reports and Presentations
 - 1. OAHS ASB Update
 - 2. Special Recognition
- 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 May 10, 2023 Regular Board Meeting Minutes
- D. Approval of Warrants
- E. Board Policy 3555 Nutrition Program Compliance, for the second reading
- F. Board Policy 4030 Nondiscrimination in Employment, for the second reading
- G. Board Policy 5030 Student Wellness, for the second reading

- H. Santa Barbara County Special Education Local Planning Area (SBSELPA) 2023-2024 Local Plan Revision
- I. MOU Between OUSD and Santa Maria Valley Physical Therapy for Athletic Training Services for the 2023-2024 School Year
- J. NewDawn Security Agreement for Student Safety

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

Moved _____ Second _____ Vote _____

VIII. ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Acceptance of Donations

The following donations have been offered to the District:

- A. **From: Los Alamos Valley Men’s Club:** a donation of \$1500, to help offset Los Alamos graduation related expenses for the 2023 and 2024 School Year.
- B. **From: Christopher Ruiz-Inner Strength Martial Arts Academy:** a donation of \$630, to help provide yearbooks to sixth grade students.

It is recommended that the donations be accepted and letters of appreciation be sent to the donors.

Moved _____ Second _____ Vote _____

2. Out-of-State Travel for Orcutt Academy High School Cybersecurity Teacher

It is recommended that the Board of Trustees approve the Out-of-State Travel for OAHS Cybersecurity Teacher, Heather Penk, to attend the CYPEB OR EdCon 23 National Conference in Mesa, Arizona, June 20-22, 2023, as submitted.

Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

1. **Information Only:**

Staff will present a draft of the 2023-2024 Orcutt Union School District Budget, which will be submitted for approval at the June 14, 2023, Special Board Meeting

2. **Public Hearing:**

2023-2024 Orcutt Union School District Budget

3. Resolution No. 21 2023-2024 Fund Balance GASB 54

It is recommended that the Board of Trustee adopt Resolution No. 21, 2023-2024 Fund Balance GASB 54, as submitted.

Moved _____ Second _____ Vote _____

4. Resolution No.22 Orcutt Union School District Education Protection Account (EPA) Requirements

It is recommended that the Board of Trustee adopt Resolution No. 22, Orcutt Union School District EPA Requirements, as submitted.

Moved _____ Second _____ Vote _____

C. EDUCATION SERVICES

1. **Information Only:**

Staff will present a draft of the 2023-2024 Orcutt Union School District Local Control and Accountability Plan (LCAP), which will be submitted for approval at the June 14, 2023, Special Board Meeting

3. **Public Hearing:**

2023-2024 Orcutt Union School District Local Control and Accountability Plan (LCAP)

4. **Information Only:**

Staff will present a draft of the 2023-2024 Orcutt Academy Charter Local Control and Accountability Plan (LCAP), which will be submitted for approval at the June 14, 2023, Special Board Meeting.

5. **Public Hearing:**

2023-2024 Orcutt Academy Charter Local Control and Accountability Plan (LCAP)

D. HUMAN RESOURCES

1. **Public Hearing:**

Initial Collective Bargaining Proposal with California School Employee Association (CSEA) Orcutt Chapter #255 for a 2023-2024

2. Adopt the District's Initial Collective Bargaining Proposal with California Employee Association (CSEA) Orcutt Chapter #255 for the 2023-2024 School Year

It is recommended that the Board of Trustees adopt the District's Collective Bargaining Proposal with California School Employee Association Orcutt Chapter #255 for the 2023-2024 school year, as submitted.

Moved _____ Second _____ Vote _____

3. Accept 2023-2024 Initial Collective Bargaining Proposal from California Schools Employee Association Orcutt Chapter #255

It is recommended that the Board of Trustees accept the initial proposal for negotiations for the 2023-2024 school year from California School Employee Association Orcutt Chapter #255, as submitted.

Moved _____ Second _____ Vote _____

4. Appoint and Approve Membership of Cecilia Perez to SBCSELPA Community Advisory Committee
 It is recommended that the Board of Trustees Appoint and Approve the Membership of Cecilia Perez to the SBCSELPA Community Advisory Committee, as submitted.
 Moved _____ Second _____ Vote _____

5. Orcutt Union School District and Baylor University Agreement for Field Instruction and Clinical Practice Experience
 It is recommended that the Board of Trustees approve the Baylor University Agreement for Field Instruction and Clinical Practice Experience for students pursuing a career as Speech-Language Pathologist, as submitted.
 Moved _____ Second _____ Vote _____

IX. GENERAL ANNOUNCEMENTS

- A. Unless otherwise noticed, the next regular Board Meeting is scheduled for August 9, 2023 and a Special Board Meeting scheduled for June 14, 2023 beginning with Open Session at 6:00 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

June 7, 2023

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
Gil, Bessy	Olga Reed	Child Nutrition Cook	10/5	3.0	\$20.67 per hr.	05/15/2023	Promotion
James, Jaycob	Pine Grove	Instructional Assistant, 1	12/4	3.5	\$20.68 per hr.	05/10/2023	Resignation
Moua, Hnou	Dunlap	Noon Duty Supervisor	7/2	2.0	\$16.50 per hr.	05/18/2023	New hire
Ramos, Emily	Alice Shaw	Instructional Assistant, 2	13/6	6.0	\$23.37 per hr.	05/08/2023	Resignation



Orcutt Union School District

Certificated Personnel Action Report

June 7, 2023

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
Arechiga, Jasmine	Olga Reed / Charter K-8	I-2	\$53,957 \$7,500	2023-24	Approval of Probationary Contract Signing Bonus Paid Over 2 Years
Banks, Jared	Olga Reed / Charter K-8	V	\$145,810	2023-24	Approval of Reclassification
Beal, Donna	District	Hourly	\$45	7/21-8/4/23	TK/K Jump Start, 55 hrs
Bertoldi, Janet	District	Hourly	\$50	4/4-4/28/23 4/11-4/14/23	Sub Principal, 51.5 hrs First 5 Grant, 5.5 hrs
Beyers, Karly	District	Hourly	\$45	6/9-7/7/23	Summer Camp, Session 1, 95 hrs
Bloom, Loren	District	Hourly	\$45	6/9-7/7/23	Extended School Year, 95 hrs
Boeken, Kirstin	Pine Grove	Stipend	\$800*	2022-23	Robotics Coach, 2 nd team, shared
Brickey, April	Alice Shaw / District	Hourly	\$28	4/3-4/28/23 4/3-4/28/23	Overage Teacher, 23 days Proctor, 40.5 days
Butterfield, Tanya	District	Hourly	\$45	6/9-7/7/23	Summer Camp, Session 1, 95 hrs
Carter, Krista	District	Hourly	\$45	7/7-7/28/23	Summer Camp, Session 2, 80 hrs
Chamberlain, Beth	District	Hourly	\$28	4/25/23	Proctor, 1hr
Connolly, Olivia	Alice Shaw	Daily	\$140	4/28/23	Shadow for long term, .5 day
Cornwell, Karen	District	Hourly	\$28	4/3-4/20/23	Proctor, 19.25 hrs
Craft, Cheri	District	Hourly	\$45	6/9, 6/26-7/7/23	Summer Camp, Session 1, 50 hrs
Crawford McCormick, Dawkins	District	Hourly	\$50	6/9, 6/26-7/7/23	Extended School Year, 50 hrs
Cross, Madalynn	District	Hourly	\$50	6/9-6/23/23	Extended School Year, 50 hrs
Culbara, Graham	Orcutt Academy HS	Hourly	\$45/hr	6/8-6/23/23	Summer Credit Recovery, 38.5 hrs
Dalia, Haya	District	Daily	\$140	4/3-4/6/23	Shadow for long term, 2 days
Day, Michelle	District	Hourly Extra Duty	\$45 \$45/hr	6/9-7/7/23 3/27-4/17/23	Extended School Year, 95 hrs Home and Hospital, 14 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
DePalma-Steed, Bridgette	Orcutt Academy HS	Stipend Extra Duty	\$3,500 \$624.84/day	2023-24	Athletic Director plus 11 additional days at daily rate
Dell'Armo, Rosie	District	Hourly	\$45	6/9-6/23/23	Summer Camp, Session 1, 50 hrs
Devereaux, William	District	Hourly	\$45	7/7-7/28/23	Summer Camp, Session 2, 80 hrs
Doerksen, Allie	District	Hourly Extra Duty	\$45	6/9-7/7/23 7/9-7/28/23 4/1-4/28/23	Summer Camp, Session 1, 95 hrs Summer Camp, Session 2, 80 hrs Campus Connection/After School Teacher, 20.5 hrs
Dunne, Anthony	District	Hourly	\$45	7/7-7/28/23	Summer Camp, Session 2, 80 hrs
Edds, John	District	Hourly	\$28	4/3-4/20/23	Proctor, 22.5 hrs
Emp# 1693				6/8/23	Resignation
Emp# 1831				6/8/23	Resignation
Emp# 2006				6/8/23	Resignation
Emp# 2029				6/8/23	Resignation
Frederiksen, Cherie	Undetermined	V-4	\$69,348	2023-24	Submitted units for movement
Freitas, Jennifer	District	Hourly	\$45	7/7-7/28/23	Summer Camp, Session 2, 80 hrs
Garza, Linda	District	Hourly	\$50	3/21-4/5/23	Intern Mentor, 5 hrs
Gonzalez, Gillian	District	Extra Duty Hourly	\$45/hr	3/29-4/21/23 6/9-7/7/23	Home & Hospital, 6.5 hrs Extended School Year, 95 hrs
Hanrahan, Alexis	District	Hourly	\$45	7/7-7/28/23	Summer Camp, Session 2, 80 hrs
Hicinbothom, Carrie	District	II	\$114,442	2023-24	Approval of Probationary Contract
Hough, Roberta	District	Hourly	\$50	4/3-4/28/23	New Teacher Support, 51 hrs
Huck, Joleen	Alice Shaw	VI-19	\$113,051	2023-24	Approval of Temporary Contract
Jones, Meredith	Pine Grove	Stipend	\$800*	2022-23	Robotics Coach, 2 nd team, shared
Kozel, Aaron	District	Hourly Extra Duty	\$45	6/9-7/7/23 4/3-4/28/23	Summer Camp, Session 1, 95 hrs Campus Connection/After School Teacher, 10 hrs
Johnson, Kristen	Patterson Road	Daily	\$140	4/6-4/25/23	Shadow for long term assignment, 2 days
Jones, Cara	District	Hourly	\$45	6/9-7/7/23	Extended School Year, 95 hrs
Lear, Jamie	District	Extra Duty	\$45/hr	4/3-4/24/23	Campus Connection/After School Teacher, 3.75 hrs
Lee, Mary	District	Hourly	\$45	7/7-7/28/23	Summer Camp, Session 2, 80 hrs
Levey, Tracy	District	Hourly	\$45	6/9-7/7/23	Summer Camp, Session 1, 95 hrs
May, Dawn	District	Hourly	\$45	6/9-7/7/23	Summer Camp, Session 1, 95 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Milanesa, Kateri	District	Hourly	\$45	6/9-7/7/23	Summer Camp, Session 1, 95 hrs
Morris, Sheri	District	Extra Duty	\$45/hr	3/27-4/6/23 4/4-4/25/23	Home & Hospital, 12 hrs Foster Tutor, 2.5 hrs
Norling, Michaela	District	Extra Duty	\$55.84hr	3/29-4/21/23	Home & Hospital, 4.75 hrs
O'Keefe, Carrie	Orcutt Academy HS	VI-17	\$108,130	2023-24	Completed Master's Program
Openshaw, Janet	District	Hourly	\$45	6/9-7/7/23 7/9-7/28/23	Summer Camp, Session 1, 95 hrs Summer Camp, Session 2, 80 hrs
Ortiz, Patricia	District	Hourly	\$45	7/21-8/4/23	TK/K Jump Start, 55 hrs
Pankratz, Ellen	Orcutt Academy HS	Hourly	\$25	4/3-4/28/23	Piano Accompanist, 33.5 hrs
Perez, Cecilia	District	Hourly	\$45	6/9-7/7/23	Extended School Year, 95 hrs
Pugh, Caline	District	Hourly	\$45	6/9-7/7/23	Summer Camp, Session 1, 95 hrs
Riezebos, Devin	District	Hourly Extra Duty	\$45	6/9-7/7/23 7/9-7/28/23 4/3-4/28/23	Summer Camp, Session 1, 95 hrs Summer Camp, Session 2, 80 hrs Campus Connection/After School Teacher, 17.75 hrs
Rohwedder, Audrey	District	Daily	\$375 \$937.50	7/21-8/4/23	Jump Start Administrator, 11 days plus one time program preparation
Salvesen, Kris	District	Hourly	\$28	4/17-4/21/23	Proctor, 22.5 hrs
Saylor, Jennifer	District	Extra Duty	\$45/hr	3/27-4/18/23	Home & Hospital, 3.5 hrs
Schmidt, Shannon	Joe Nightingale	V-10	\$84,570*	2023-24	Submitted units for movement
Segura, Monique	District	Hourly	\$45	7/21-8/4/23	TK/K Jump Start, 55 hrs
Sharpe, Jeri	District	Hourly	\$45	6/9-7/7/23 7/9-7/28/23	Summer Camp, Session 1, 95 hrs Summer Camp, Session 2, 80 hrs
Shuffield, Jamie	District	Hourly Extra Duty	\$45	7/7-7/28/23 4/3-4/26/23	Summer Camp, Session 2, 80 hrs Campus Connection/After School Teacher, 15 hrs
Soriano, Yvette	District	Hourly	\$45	7/21-8/4/23	TK/K Jump Start, 55 hrs
Stanley, Meghann	District	Hourly	\$45	7/7-7/28/23	Summer Camp, Session 2, 80 hrs
Taira, Myrna	District	Hourly	\$45	7/21-8/4/23	TK/K Jump Start, 55 hrs
Thompson, Linda	District	Hourly	\$28	4/25-4/28/23	Proctor, 3.75 hrs
Tindula, William	District	Hourly	\$45	6/9-7/7/23	Extended School Year, 95 hrs
Torres, Kristen	District	Hourly	\$45	6/9-7/7/23	Summer Camp, Session 1, 95 hrs
Tymn, Elizabeth	District	Hourly	\$45	6/9-7/7/23 7/9-7/28/23	Summer Camp, Session 1, 95 hrs Summer Camp, Session 2, 80hrs
Verch, Greg	Orcutt Academy HS	Hourly	\$45/hr	6/8-6/23/23	Summer Credit Recovery, 38.5 hrs
Villanueva, Yvonne	District	Hourly	\$45	6/9-7/7/23	Extended School Year, 95 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Voss, Caitlin	District	Hourly	\$45	7/7-7/28/23 7/31-8/4/23	Summer Camp, Session 2, 80 hrs Jump Start, 25 hrs
Wagonseller, Jeff	District	Hourly	\$50	1/9-5/8/23	CASC Mentor, 24 hrs
Whitehair, Steven	District	Hourly	\$45	6/9-7/7/23	Extended School Year, 95 hrs
Winkelpleck, Dustin	District	Hourly	\$45	6/9-7/7/23	Summer Camp, Session 1, 95 hrs
Woghan, Alyssa	District	Hourly Extra Duty	\$45	6/9-7/7/23 4/3-4/13/23	Summer Camp, Session 1, 95 hrs Campus Connection/After School Teacher, 11.25 hrs
Woods, Shannon	Olga Reed	Daily	\$140	4/6/23	Shadow for long term, 1 day
Woodham, Tracy	Orcutt JHS	VI-16	\$105,572	2023-24	Submitted units for movement
York, Sarah	District	Extra Duty Hourly	\$45/hr	4/3-4/28/23 7/7-7/28/23	Campus Connection/After School Teacher, 12.5 hrs Summer Camp, Session 2, 80 hrs
Zimmerman, Lauren	District	Extra Duty	\$45/hr	4/3-4/27/23	Home & Hospital, 26 hrs

*To be prorated

**Orcutt Union School District
Board of Trustees
Regular Meeting Minutes
May 10, 2023**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, May 10, 2023, in the District Board Room, beginning with Shaun Henderson calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Lisa Morinini. It was moved by Liz Phillips seconded by Melanie Waffle to adopt the May 10, 2023 agenda. Members Present: Henderson, Morinini, Phillips, and Waffle, and Steller. Administrators Present: Edds, Salucci, Dana, and Knight.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

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

RECONVENE TO PUBLIC SESSION

It was moved by Liz Phillips seconded by Melanie Waffle and carried reconvene to Public Session at 6:49 p.m. Shaun Henderson reported that in Closed Session that the Board by a vote of 3-1-1, approved a settlement of a special education dispute in the matter of Student v. School District Case No22-55632; D.C. No. 2:21-cv-02026-RGK-MAA

SUPERINTENDENT'S REPORT

The OAHS ASB President updated the Board on various ASB activities including Multi-Cultural Day and the MORP Dance. The Board recognized our PTA Presidents and thank them for all of their hard work and dedication to the Orcutt Union School District. The Board also recognized our Pine Grove Robotics team for a winning season, the Jr. High Band for receiving an excellent rating and taking first place among AA Jr. High Concert Bands at the Music in the Parks event, and celebrated Kathleen Stevenson, office manager for Olga Reed and Orcutt Academy K-8, on her selection as County Classified Employee of the Year. And last, but not least, a big congratulations to the Transportation Team for being selected as the very first recipient of the District's "We Are Orcutt" Award.

ITEMS FROM THE BOARD

Mark Steller reported that the CSBA Coast2Coast event that he participated in was a meaningful and successful experience. Melanie Waffle is excited for Open House season and is looking forward to visiting various school sites and interacting with family and staff. Liz Phillips thanked the Citizen Oversight Committee for their dedication to the Orcutt Union School District and is happy to see the new mural shining brightly over Joe Nightingale Elementary School. Lisa Morinini acknowledged and thanked the leadership team and staff members for a wonderful school year. Shaun Henderson congratulated all of the OUSD retirees and is looking forward to all of the end-of-year celebrations.

PUBLIC COMMENT

Edwin Weaver and Amy Ruth spoke about the SEE Learning Curriculum for social/emotional learning that is pending adoption. Lata Murti spoke to the Board on how to make OUSD Board Meetings more accessible. Kelli Zamudio, Vice President of OEA, update the board on all OEA happenings and stated that communication and relationships are strong with the District.

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Hiring of Additional District Coaches for the 2022-2023 School Year
- C. Certificated Personnel Action Report
- D. Approval of April 5, 2023 Regular Board Meeting Minutes
- E. Approval of Warrants
- F. Board Bylaw 9270 Conflict of Interest, for the second reading

- G. Board Bylaw 9320 Meeting and Notices, for the second reading
- H. Board Policy 0420.4 Charter School Authorization, for the second reading
- I. Board Policy 6146.1 High School Graduation Requirements, for the second reading
- J. Board Policy 6173 Education for Homeless Children, for the second reading
- K. Board Policy 6173.1 Education for Foster Youth, for the second reading
- L. Board Policy 6177 Summer Learning Programs, for the second reading
- M. Los Olivos Interdistrict Attendance Agreement

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

ACTION ITEMS

Acceptance of Donations:

- A. **From: CoastHills Credit Union:** a donation of \$250 to help cover the cost of the North County Mathematics Superbowl.
- B. **From: Ricky’s House of Pizza:** a donation of \$660.40 for Outdoor School for Alice Shaw Elementary.
- C. **From: Kristen Riede:** a donation of \$243 for Outdoor School for Alice Shaw Elementary.
- D. **From: Bob Gribus:** a donation of seven (7) STEM Activity Building Kits with an estimated value of \$300 to the Campus Connection Child Care Program.

It was moved by Mark Steller seconded by Lisa Morinini and carried to approve that the donations be accepted and letters of appreciation be sent to the donors. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

Measure G Citizen Oversight Committee Annual Report for 2021-2022 Fiscal Year

It was moved by Liz Phillips seconded by Lisa Morinini to and carried to approve Citizens’ Oversight Committee Annual Report for the 2021-2022 Fiscal Year, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

Board Bylaw 3555 Nutrition Program Compliance

It was moved by Melanie Waffle seconded by Mark Steller and carried to approve the revised Board Bylaw 3555 Nutrition Program Compliance, for first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Board Bylaw 5030 Student Wellness

It was moved by Liz Phillips seconded by Lisa Morinini and carried to approve the revised Board Bylaw 5030 Student Wellness, for first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Resolution No.18: Request for a Waiver of Attendance Due to Emergency Conditions, District and Charter

It was moved by Lisa Morinini seconded by Mark Steller and carried to adopt Resolution No. 18 Request for a Waiver of Attendance Due to Emergency Conditions for the District and Charter, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Resolution No. 20: Request for a Waiver of Attendance Due to Emergency Conditions, Early Learning Center (ELC)

It was moved by Melanie Waffle seconded by Mark Steller and carried to adopt Resolution No. 20 Request for a Waiver of Attendance Due to Emergency Conditions for the ELC, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Resolution No. 19: Relocation of the Orcutt Union School District-Early Learning Center

It was moved by Liz Phillips seconded by Mark Steller and carried to adopt Resolution No. 19 Relocation of the Orcutt Union School District-Early Learning Center, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Approve the Sale or Disposal of Books, Equipment and Supplies

It was moved by Mark Steller seconded by Melanie Waffle and carried to approve the sale and disposal of books, equipment and supplies, as submitted.

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

Out-of-State Travel for the Director of Child Nutrition

It was moved by Melanie Waffle seconded by Liz Phillips and carried to approve Out-of-State Travel for the Director of Child Nutrition, Bethany Markee, to attend the School Nutrition Association's Annual National Conference in Denver, Colorado, July 9-11, 2023, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Award of CUPPCCA Bid for Pine Grove Emergency Asphalt Paving Repair

It was moved by Liz Phillips seconded by Melanie Waffle and carried to approve the CUPPCCA bid to RDZ Contractors, Inc. for \$19,627.44 as they were the lowest, responsive, and responsible bidder. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Information Only:

SEE Learning Curriculum Adoption for Social/Emotional Learning

SEE Learning Adoption for Orcutt Union School District

It is moved by Melanie Waffle seconded by Liz Phillips and carried to adopt the SEE Learning as the Orcutt Union School District's curriculum for social/emotional learning for the 2023- 2024 school year and beyond, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Public Hearing:

Initial Collective Bargaining Proposal with Orcutt Educators Association (OEA) for the 2023-2024 School Year

Adopt the District's Initial Collective Bargaining Proposal with Orcutt Educator's Association for the 2023-2024 School Year

It was moved by Liz Phillips seconded by Lisa Morinini and carried to adopt the District's Collective Bargaining Proposal with Orcutt Educator's Association for the 2023-2024 school year, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Accept 2023-2024 Initial Collective Bargaining Proposal from Orcutt Educator's Association

It was moved by Liz Phillips seconded by Lisa Morinini and carried to accept the initial proposal for negotiations for the 2023-2024 school year from Orcutt Educator's Association, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Resolution No. 16: Declaration of Need for Orcutt Union School District for Fully Qualified Educators

It was moved by Mark Steller seconded by Melanie Waffle and carried to adopt Resolution No. 16, Declaration of Need for the Orcutt Union School District for Fully Qualified Educators, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Resolution No. 17: Declaration of Need for Orcutt Academy Charter Schools for Fully Qualified Educators

It was moved by Melanie Waffle seconded by Mark Steller and carried to adopt Resolution No. 17, Declaration of Need for Orcutt Academy Charter Schools, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Orcutt Union School District and the University of Massachusetts Global Supervised Internship Agreement

It was moved by Liz Phillips seconded by Mark Steller and carried to approve the University of Massachusetts Global Supervised Internship Agreement for the School of Education for Single Subject, Multiple Subject, and Special Education and the School of Psychology and School Counseling programs with the Orcutt Union School District, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Orcutt Union School District and Los Angeles Pacific University Agreement for Student Teacher Education Field Experience

It was moved by Liz Phillips seconded by Mark Steller and carried to approve the Los Angeles Pacific University Teacher Agreement for Student Teacher Education Field Experience with the Orcutt Union School District, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Board Policy 4030 Nondiscrimination in Employment

It was moved by Melanie Waffle seconded by Lisa Morinini and carried to approve the revised Board Policy 4030 Nondiscrimination in Employment, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Ratification of Addendum Number 5 to the Employment Agreement with Dr. Holly Edds, Superintendent

It was moved by Liz Phillips seconded by Mark Steller and carried to ratify Addendum Number 5 to the Employment Agreement with Dr. Holly Edds, Superintendent, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, June 7, 2023, with Closed Session starting at 6:05 p.m., Public Session at approximately 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

ADJOURN

It was moved by Mark Steller seconded by Melanie Waffle and carried to adjourn the meeting at 8:29 p.m. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Holly Edds, Ed.D. Board Secretary

Lisa Morinini, Clerk, Board of Trustees

Checks Dated 05/03/2023 through 05/30/2023

Board Meeting Date June 7, 2023

Check Number	Check Date	Pay to the Order of	Check Amount
01-739837	05/08/2023	360 Degree Customer, Inc	45,162.46
01-739838	05/08/2023	Ai-Media Technologies LLC	6,163.25
01-739839	05/08/2023	Alexander, Kathryn	9.43
01-739840	05/08/2023	Allan Hancock College Business Services	494.00
01-739841	05/08/2023	Amazon Capital Services, Inc.	7,170.95
01-739842	05/08/2023	American Technology Solutions Attn: Accounts Receivable	2,011.22
01-739843	05/08/2023	Apple Inc.	55,284.91
01-739844	05/08/2023	Aramark Uniform Services	161.68
01-739845	05/08/2023	Atascadero Jr. High School Attn: Kristat Reid	200.00
01-739846	05/08/2023	ATX Learning	11,028.75
01-739847	05/08/2023	Bello, Michele A	31.57
01-739848	05/08/2023	Berchtold Equipment	16.34
01-739849	05/08/2023	Blueberries Ole! LLC	860.00
01-739850	05/08/2023	Cal Electric Supply	292.85
01-739851	05/08/2023	Campoamor, Dominic	4.98
01-739852	05/08/2023	Carquest Auto Parts	565.40
01-739853	05/08/2023	Carter, Krista L	59.60
01-739854	05/08/2023	Casmalia Community Services District	133.50
01-739855	05/08/2023	Coburn, Jocelyn M	30.39
01-739856	05/08/2023	Creative Bus Sales, Inc.	115.64
01-739857	05/08/2023	Culligan Drinking Water Co	79.49
01-739858	05/08/2023	Eagle Energy, Inc.	9,318.25
01-739859	05/08/2023	Ewing, Inc.	6,031.34
01-739860	05/08/2023	Ferguson Enterprises Inc #1350	63.05
01-739861	05/08/2023	Frontier	656.56
01-739862	05/08/2023	Gil, Bessy	68.78
01-739863	05/08/2023	Glenda M Stevens Creative Accents	8,414.00
01-739864	05/08/2023	Golden State Water Company	1,538.03
01-739865	05/08/2023	Golden State Water Company	1,482.43
01-739866	05/08/2023	Gopher Sports	1,842.26
01-739867	05/08/2023	Guerrero, Brianne	24.76
01-739868	05/08/2023	Harris, Steven C	21.00
01-739869	05/08/2023	Hayward Lumber Co	234.25
01-739870	05/08/2023	Henry, Kristi A	46.04
01-739871	05/08/2023	Heuchert, Marianne R	28.43
01-739872	05/08/2023	Home Depot Credit Services	3,300.14
01-739873	05/08/2023	Honeycutt Hardware, LLC dba Oak Knolls Hardware	406.50
01-739874	05/08/2023	HSS/Waste Management Corporate Services	1,815.88
01-739875	05/08/2023	HSS/Waste Management Corporate Services	1,504.30
01-739876	05/08/2023	HSS/Waste Management Corporate Services	1,555.24
01-739877	05/08/2023	HSS/Waste Management Corporate Services	1,504.30
01-739878	05/08/2023	HSS/Waste Management Corporate Services	1,538.26
01-739879	05/08/2023	HSS/Waste Management Corporate Services	1,732.59
01-739880	05/08/2023	HSS/Waste Management Corporate Services	1,689.71
01-739881	05/08/2023	HSS/Waste Management Corporate Services	2,451.89
01-739882	05/08/2023	HSS/Waste Management Corporate Services	1,527.65
01-739883	05/08/2023	HSS/Waste Management Corporate Services	1,009.04
01-739884	05/08/2023	Images Screen Printing	843.92
01-739885	05/08/2023	Industrial Medical Group SMV Akeso Occupational Health	215.00

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Checks Dated 05/03/2023 through 05/30/2023

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Check Number	Check Date	Pay to the Order of	Check Amount
01-739886	05/08/2023	J.R. Barto Heating, A/C & SM, Inc.	4,476.38
01-739887	05/08/2023	KENCO Construction Services	15,120.00
01-739888	05/08/2023	Laguna County Sanitation Distr	265,172.07
01-739889	05/08/2023	Lakes Area Graphix and SignWorx, Inc. dba Banners.com	206.55
01-739890	05/08/2023	LHP Music, Inc. Nick Rail Music	388.38
01-739891	05/08/2023	Los Alamos Comm. Svcs. Distr	1,380.47
01-739892	05/08/2023	Lynn Music	865.00
01-739893	05/08/2023	Matthew Barsotti Charter Draw	250.00
01-739894	05/08/2023	Maxim Healthcare Svcs. Inc.	47,508.50
01-739895	05/08/2023	McKee, Vada A	15.39
01-739896	05/08/2023	Melendez, Cynthia	12.97
01-739897	05/08/2023	Nasco	263.61
01-739898	05/08/2023	Nye, Judith	130.67
01-739899	05/08/2023	Office Depot	3,295.14
01-739900	05/08/2023	OReilly Auto Parts	35.25
01-739901	05/08/2023	Oriental Trading Company Inc	99.57
01-739902	05/08/2023	Orlando Garcia	300.00
01-739903	05/08/2023	Pacific Gas & Electric	35.14
01-739904	05/08/2023	Paulding Middle School	200.00
01-739905	05/08/2023	Portable Johns Inc.	333.07
01-739906	05/08/2023	Procure Janitorial Supply, Inc	36.87
01-739907	05/08/2023	Rockwell Printing Inc.	289.76
01-739908	05/08/2023	Rotary Club of Santa Maria	144.35
01-739909	05/08/2023	SISC	614,497.43
01-739910	05/08/2023	Smart And Final	304.23
01-739911	05/08/2023	Sousa Tire Service LLC.	317.59
01-739912	05/08/2023	Streator Pipe & Supply	5,981.25
01-739913	05/08/2023	Taubenheim, Aniko M	70.15
01-739914	05/08/2023	TeraWolf Technologies, Inc.	1,375.00
01-739915	05/08/2023	The Gas Company	506.03
01-739916	05/08/2023	The Stepping Stones Group LLC	3,200.00
01-739917	05/08/2023	U.S. Bank Corporate Pymt. Sys.	21,751.58
01-739918	05/08/2023	United Refrigeration Inc.	461.45
01-739919	05/08/2023	United Rentals	845.45
01-739920	05/08/2023	United Staffing Assoc., LLC	1,395.36
01-739921	05/08/2023	Valley Awards Francine Maiden Bracamonte	96.98
01-739922	05/08/2023	Western Exterminator Company A Rentokil Company	200.00
01-739923	05/08/2023	William Hunter Sign Creations Central Coast	342.56
01-739924	05/08/2023	Wink, Cheri L	12.97
01-739925	05/08/2023	York, Sarah E	23.75
01-739926	05/08/2023	Zierman Plumbing	200.00
01-741005	05/15/2023	Amazon Capital Services, Inc.	8,970.16
01-741006	05/15/2023	Aramark Uniform Services	729.53
01-741007	05/15/2023	Bailey Pottery Equip Corp	3,983.37
		Unpaid Tax	225.40
		Expensed Amount	4,208.77
01-741008	05/15/2023	Banner Bank	5,450.43
01-741009	05/15/2023	Berchtold Equipment	701.20
01-741010	05/15/2023	CDW Government Inc.	183,217.15

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Checks Dated 05/03/2023 through 05/30/2023

Board Meeting Date June 7, 2023

Check Number	Check Date	Pay to the Order of	Check Amount
01-741011	05/15/2023	Cen-Cal Mechanical, Inc.	3,419.74
01-741012	05/15/2023	Cen-San, Inc	96.98
01-741013	05/15/2023	CHG Medical Staffing, Inc.	6,509.96
01-741014	05/15/2023	Colbi Technologies Inc.	1,495.00
01-741015	05/15/2023	Dignity Health Marian Regional Medical Center	1,868.86
01-741016	05/15/2023	Domino's Pizza dba	7,450.00
01-741017	05/15/2023	Eagle Energy, Inc.	5,541.62
01-741018	05/15/2023	Ednas Bakery	1,704.15
01-741019	05/15/2023	Employment Development Dept.	891.95
01-741020	05/15/2023	EveryChild CA Assoc of Leaders Advancing Early Learning	1,197.00
01-741021	05/15/2023	Ewing, Inc.	1,851.55
01-741022	05/15/2023	Faciltron, Inc.	1,966.27
01-741023	05/15/2023	Farm Supply Company	645.56
01-741024	05/15/2023	FilterBuy	99.96
01-741025	05/15/2023	Frontier	1,662.38
01-741026	05/15/2023	Giavannis Pizza Inc	5,376.00
01-741027	05/15/2023	Gold Star Foods	31,374.61
01-741028	05/15/2023	Golden State Water Company	1,890.33
01-741029	05/15/2023	Golden State Water Company	32.24
01-741030	05/15/2023	Heinemann	10,862.55
01-741031	05/15/2023	Home Motors	34.30
01-741032	05/15/2023	HSS/Waste Management Corporate Services	30.95
01-741033	05/15/2023	Industrial Medical Group SMV Akeso Occupational Health	75.00
01-741034	05/15/2023	M & M Restaurant Supply	489.33
01-741035	05/15/2023	No Tears Learning Inc Learning Without Tears	108.46
01-741036	05/15/2023	Noble Power Equipment	241.76
01-741037	05/15/2023	Nye, Judith	182.94
01-741038	05/15/2023	Office Depot	3,998.82
01-741039	05/15/2023	Old Town Shirt Factory, Inc.	552.99
01-741040	05/15/2023	Orcutt Fuel Services, LLC Splash N Dash, Orcutt	40.00
01-741041	05/15/2023	OReilly Auto Parts	27.54
01-741042	05/15/2023	P&R Paper Supply Co	7,916.35
01-741043	05/15/2023	Pape Kenworth	655.59
01-741044	05/15/2023	Pizza Results LLC	25.00
01-741045	05/15/2023	Pre Con Industries, Inc DBA Premier Drywall	146,119.38
01-741046	05/15/2023	Procure Janitorial Supply, Inc	1,743.95
01-741047	05/15/2023	PRODUCE AVAILABLE	10,729.18
01-741048	05/15/2023	Producer's Dairy Food, Inc.	19,033.94
01-741049	05/15/2023	Project Lead The Way, Inc.	1,891.02
01-741050	05/15/2023	Quincon, Inc. CO Syrberus Inc.	103,558.08
01-741051	05/15/2023	Rayne Water Conditioning, Inc.	435.34
01-741052	05/15/2023	Sally VanHaren	24.60
01-741053	05/15/2023	Santa Maria Ca News Media Inc. Santa Maria Times	147.84
01-741054	05/15/2023	SB County Ed. Office SBCEO	600.00
01-741055	05/15/2023	Shell Fleet Plus	165.00
01-741056	05/15/2023	Sinclair Sanitary Supply Co.	3,452.52
01-741057	05/15/2023	Smith Pipe & Supply	195.75
01-741058	05/15/2023	Soils Engineering, Inc.	2,528.22
01-741059	05/15/2023	Streator Pipe & Supply	20.68

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Checks Dated 05/03/2023 through 05/30/2023

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Check Number	Check Date	Pay to the Order of	Check Amount
01-741060	05/15/2023	Tech Time Communications Inc	2,150.12
01-741061	05/15/2023	TELACU Construction Management, Inc.	21,598.50
01-741062	05/15/2023	Titan Frozen Fruit LLC	820.80
01-741063	05/15/2023	Tri-County Office Furn Inc.	10,733.74
01-741064	05/15/2023	Troesh Coleman Pacific	586.88
01-741065	05/15/2023	U.S. Bank Equipment Finance	5,960.54
01-741066	05/15/2023	United Staffing Assoc., LLC	488.38
01-741067	05/15/2023	Valley Awards Francine Maiden Bracamonte	172.40
01-741068	05/15/2023	Verizon Wireless	469.99
01-741069	05/15/2023	WEX Bank	948.42
01-742101	05/22/2023	19six Architects	1,075.00
01-742102	05/22/2023	360 Degree Customer, Inc	36,885.30
01-742103	05/22/2023	AALRR AtkinsonAndelsonLoyaRuudRomo	62.46
01-742104	05/22/2023	Ai-Media Technologies LLC	2,981.50
01-742105	05/22/2023	Alessandro Ante	500.00
01-742106	05/22/2023	All American Screen Printing	316.46
01-742107	05/22/2023	Amazon Capital Services, Inc.	10,669.39
01-742108	05/22/2023	Antoinette Chroman	3,000.00
01-742109	05/22/2023	ATX Learning	6,375.00
01-742110	05/22/2023	Behavioral Int Spc LA, LLC	27,101.00
01-742111	05/22/2023	Blick Art Materials	215.26
01-742112	05/22/2023	Cardea Services	300.00
01-742113	05/22/2023	Casa Pacifica	33,600.00
01-742114	05/22/2023	CDW Government Inc.	40,112.05
01-742115	05/22/2023	CHG Medical Staffing, Inc.	3,275.94
01-742116	05/22/2023	City Of Santa Maria Parks & Recreation Dept.	549.89
01-742117	05/22/2023	CJSeto Support Services, LLC	4,750.00
01-742118	05/22/2023	Division Of State Architect	4,695.00
01-742119	05/22/2023	Etha's Dream LLC/Julie A Jorge DBA Wine & Design	1,755.00
01-742120	05/22/2023	Ewing, Inc.	490.71
01-742121	05/22/2023	Golden State Water Company	4,855.61
01-742122	05/22/2023	Heinemann	5,431.53
01-742123	05/22/2023	Images Screen Printing	525.93
01-742124	05/22/2023	Jacqueline Stefoni	86.85
01-742125	05/22/2023	John Tracy Clinic	367.50
01-742126	05/22/2023	Kamran & Company Inc	5,102.46
01-742127	05/22/2023	Law Office of Andrea Marcus A Professional Corporation	399,000.00
01-742128	05/22/2023	Local Copies	617.55
01-742129	05/22/2023	Lozano Smith, LLP	10,325.00
01-742130	05/22/2023	Make the Grade, LLC Grade Potential Tutoring	682.00
01-742131	05/22/2023	Mark Anthony Collier	500.00
01-742132	05/22/2023	Maxim Healthcare Svcs. Inc.	34,970.25
01-742133	05/22/2023	McKee, Vada A	25.30
01-742134	05/22/2023	Megan Chen	500.00
01-742135	05/22/2023	Michele L. Douglass MD School Solutions, Inc.	20,000.00
01-742136	05/22/2023	Office Depot	9,360.57
01-742137	05/22/2023	Powerstride Battery Co.	1,187.64
01-742138	05/22/2023	R.p. Environmental, Inc.	115.00
01-742139	05/22/2023	Salinas, Jacqueline L	28.86

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Checks Dated 05/03/2023 through 05/30/2023

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Check Number	Check Date	Pay to the Order of	Check Amount
01-742140	05/22/2023	Save Mart Supermarkets/foodmax	46.38
01-742141	05/22/2023	SB County Ed. Office SBCEO	110.00
01-742142	05/22/2023	Schoolmates	2,926.50
		Unpaid Tax	226.80
		Expensed Amount	3,153.30
01-742143	05/22/2023	Sinclair Sanitary Supply Co.	3,369.91
01-742144	05/22/2023	STAR of CA	10,380.51
01-742145	05/22/2023	Sternjacob, Zachary S	329.09
01-742146	05/22/2023	Stevenson, Kathleen B	41.92
01-742147	05/22/2023	Sysco Ventura	21,798.83
01-742148	05/22/2023	Taubenheim, Aniko M	67.66
01-742149	05/22/2023	TeraWolf Technologies, Inc.	739.54
01-742150	05/22/2023	The Gas Company	4,590.09
01-742151	05/22/2023	The Mariachi Connection	870.00
		Unpaid Tax	64.48
		Expensed Amount	934.48
01-742152	05/22/2023	Tsamasfyros, Mary Kay	20.94
01-742153	05/22/2023	United Staffing Assoc., LLC	697.68
01-742154	05/22/2023	Waffle, Melanie	79.00
01-742155	05/22/2023	Wagonseller, Leslie A	59.90
01-742156	05/22/2023	Wave Division Holdings, LLC Astound Business Solutions	20,238.96
01-743116	05/26/2023	19six Architects	9,083.56
01-743117	05/26/2023	A1 Wood Products	1,593.00
01-743118	05/26/2023	Ai-Media Technologies LLC	5,429.00
01-743119	05/26/2023	Amazon Capital Services, Inc.	11,634.34
01-743120	05/26/2023	Andrea Fischer-Ortiz	209.60
01-743121	05/26/2023	ASCD Robin Merger Corp, Inc	1,395.37
01-743122	05/26/2023	Barca, Marilyn	2,688.00
01-743123	05/26/2023	Bus West/I.a. Freightliner LLC	31.96
01-743124	05/26/2023	CED - Orange/L.A.	421.86
01-743125	05/26/2023	Cognitive & Behavioral Consultants, LLP	10,500.00
01-743126	05/26/2023	Dannis, Woliver, Kelley	10,716.56
01-743127	05/26/2023	Diesel Injection Systems, Inc	915.00
01-743128	05/26/2023	Dunn Edwards Corp.	102.88
01-743129	05/26/2023	Eagle Energy, Inc.	4,616.41
01-743130	05/26/2023	Ed Hawkes Hawkes Real Estate Appraisal	2,650.00
01-743131	05/26/2023	Encore Commercial Products Inc	212.14
01-743132	05/26/2023	Ewing, Inc.	5,042.25
01-743133	05/26/2023	Fence Factory	32.85
01-743134	05/26/2023	Fernando Vidana	209.60
01-743135	05/26/2023	Golden State Water Company	6,250.52
01-743136	05/26/2023	House Sanitary Supply	200.47
01-743137	05/26/2023	HSS/Waste Management Corporate Services	385.38
01-743138	05/26/2023	Industrial Medical Group SMV Akeso Occupational Health	20.00
01-743139	05/26/2023	J.R. Barto Heating, A/C & SM, Inc.	222.78
01-743140	05/26/2023	J.W. Pepper & Son Inc.	331.86
01-743141	05/26/2023	Knight, Sandra	23.98
01-743142	05/26/2023	Kristin Makena Makena Solutions	11,250.00

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Check Number	Check Date	Pay to the Order of	Check Amount
01-743143	05/26/2023	McKee, Vada A	110.75
01-743144	05/26/2023	Megan Porcho	209.60
01-743145	05/26/2023	Michelle Cox	1,000.00
01-743146	05/26/2023	Mosyle Corporation	23.29
01-743147	05/26/2023	Nancy Ferrer	209.60
01-743148	05/26/2023	Office Depot	4,005.48
01-743149	05/26/2023	OReilly Auto Parts	629.09
01-743150	05/26/2023	Perma-Bound	155.08
01-743151	05/26/2023	Perry's Elec. Motors&Controls	224.18
01-743152	05/26/2023	Play and Park Structures PS Commercial Play LLC	4,283.87
01-743153	05/26/2023	Quadient Finance USA, Inc. NeoFunds	596.17
01-743154	05/26/2023	Quinn Rental Services	81.79
01-743155	05/26/2023	Rancho Maria Golf Club, Inc.	1,336.40
01-743156	05/26/2023	RDZ Contractors, Inc.	61,653.54
01-743157	05/26/2023	Regina Fox	626.31
01-743158	05/26/2023	S & L Safety Products	2,282.12
01-743159	05/26/2023	SB County Ed. Office SBCEO	152.00
01-743160	05/26/2023	School Health	2,750.40
01-743161	05/26/2023	Schoolmates	847.50
		Unpaid Tax	65.68
		Expensed Amount	913.18
01-743162	05/26/2023	Sinclair Sanitary Supply Co.	4,258.13
01-743163	05/26/2023	Smith Pipe & Supply	35.96
01-743164	05/26/2023	Star Drug Testing	240.00
01-743165	05/26/2023	Stevenson, Kathleen B	66.24
01-743166	05/26/2023	Story Power Communications Inc Bruce Hale	731.38
		Unpaid Tax	11.13
		Expensed Amount	742.51
01-743167	05/26/2023	Tech Time Communications Inc	408.25
01-743168	05/26/2023	Troesh Coleman Pacific	110.04
01-743169	05/26/2023	UBEO Business Services Ray Morgan Company	144.56
01-743170	05/26/2023	Uline Shipping Supplies	3,061.22
01-743171	05/26/2023	United Staffing Assoc., LLC	697.68
01-743172	05/26/2023	Valley Awards Francine Maiden Bracamonte	645.50
01-743173	05/26/2023	Versare Solutions, LLC	5,051.17
01-743174	05/26/2023	William Hunter Sign Creations Central Coast	734.06
		Total Number of Checks	270
			2,733,113.43

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	220	1,479,174.90
09	Charter Schl Spec Rev Fund	44	143,449.33
12	Child Dvlpmt Fund	2	1,243.38
13	Cafeteria Spec Rev Fund	27	120,277.17
14	Deferred Maintenance Fund	3	7,265.00
21	Building Fund 1	8	365,111.71
67	Self-Insurance Fund 1	2	617,185.43

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. ESCAPE ONLINE
Page 6 of 7

Checks Dated 05/03/2023 through 05/30/2023 **Board Meeting Date June 7, 2023**

Check Number	Check Date	Pay to the Order of	Check Amount
		Total Number of Checks	270
			2,733,706.92
		Less Unpaid Tax Liability	593.49
		Net (Check Amount)	<u>2,733,113.43</u>

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

Business and Noninstructional Operations
Nutrition Program Compliance

BP 3555 (a)

The Governing Board recognize the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate on any basis prohibited by law.

Compliance Coordinator

The Board shall designate a compliance coordinator for nutrition programs, who may also be the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures, to ensure compliance with the laws governing the district's nutrition programs.

The responsibilities of the compliance coordinator include, but are not limited to:

1. Providing the name of the compliance coordinator, the Section 504 coordinator, and Title IX coordinator, if different from the compliance coordinator, to the California Department of Education (CDE) and other interested parties
2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff

The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.

3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs
4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants
5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below
6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency
7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities
8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet

Business and Noninstructional Operations
Nutrition Program Compliance

BP 3555 (b)

9. Implementing procedures to process and resolve civil rights complaints, including alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability, and program-related complaints, including maintaining a complaint log, working with the appropriate person to resolve any complaint, and referring the complainant to the appropriate state or federal agency when necessary

10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

Notifications

The compliance coordinator shall ensure that the U.S. Department of Agriculture's (USDA) "And Justice for All" civil rights poster or a substitute poster approved by the USDA's Food and Nutrition Service shall be displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

The compliance coordinator shall notify the public, all program applicants, participants, and potentially eligible persons of their program rights and responsibilities and steps necessary to participate in the nutrition programs, including program requirements and program availability. Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be file anonymously or by a third party.

In addition, the compliance coordinator shall ensure that all forms of communication available to the public regarding program availability shall contain, in a prominent location, the most current version of the nondiscrimination a statement provided by USDA about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district.

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude items such as cups, buttons, magnets, and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, as provided by USDA, may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

Complaints of Discrimination

A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color, national origin, sex, age, or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at any of the following: (5 CCR 15582)

Business and Noninstructional Operations
Nutrition Program Compliance

BP 3555 (c)

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
Phone: (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service - Spanish)
Fax: (202) 690-7442
Email program.intake.usda.gov

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

Complaints Regarding Noncompliance with Program Requirements

Any complaint alleging that the district has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of cafeteria funds and allowable expenses in relation to any child nutrition program specified in Education Code 49550-49564.5 shall be filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Complaints against a program operator that is not an educational agency shall be filed with or referred to CDE. (5 CCR 15584)

Complaints of noncompliance with any other nutrition program requirements shall be submitted to and investigated by the district using the following procedures.

Complaints may be filed by a student or the student's duly authorized representative ~~parent/guardian~~ by phone, email, or letter. The complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)

1. A statement that the district has violated a law or regulation relating to its child nutrition program
2. The facts on which the statement is based
3. The name of the district or the school against which the allegations are made
4. The complainant's contact information
5. The name of the student if alleging violations regarding a specific student

The district shall investigate and prepare a written report pursuant to 5 CCR 4631. (5 CCR 15583) unless extended by written agreement with the complainant, the district's compliance coordinator shall investigate the complaint and prepare a written report to be sent to the complainant within 60 days of the district's receipt of the complaint. (5 CCR 15583; 5 CCR 4631)

Business and Noninstructional Operations Nutrition Program Compliance

BP 3555 (d)

If the complainant is not satisfied with the findings in the district's report, the complainant may appeal the decision to CDE by filing a written appeal within 30 days of receiving the decision. (5 CCR 4632)

State:

5CCR 15580-15584: Child nutrition programs complaint procedures

5CCR 3080: Applicability of uniform complaint procedures to complaints regarding students with disabilities

5CCR 4600-4670: Uniform complaint procedures

5 CCR 4900-4965: Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Ed. Code 200-262.4: Prohibition of discrimination

Ed Code 42238.01: Definitions for purposes of funding

Ed Code 48985: Notices to parents in language other than English

Ed Code 49060-49079: Student records

Ed Code 49490-49590: Child nutrition programs

Pen. Code 422.6: Crimes; harassment

Federal:

20 USC 1400-1482: Individuals with Disabilities Education Act

20 USC 1681-1688: Title IX of the Education Amendments of 1972; discrimination based on sex

28 CFR 35.101-35.190: Americans with Disabilities Act

28 CFR 36.303: Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services

29 USC 794: Rehabilitation Act of 1973; Section 504

34 CFR 100.1-100.13: Nondiscrimination in federal programs; effectuating Title VI

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

34 CFR 106.9: Severability

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

7 CFR 210.19: National School Lunch Program; additional responsibilities

7 CFR 210.23: National School Lunch Program; district responsibilities

7 CFR 215.14: Special Milk Program; nondiscrimination

7 CFR 215.7: Special Milk Program; requirements for participation

7 CFR 220.13: School Breakfast Program; special responsibilities of state agencies

7 CFR 220.7: School Breakfast Program; requirements for participation

7 CFR 225.11: Summer Food Service Program; corrective action procedures

7 CFR 225.3: Summer Food Program; administration

7 CFR 225.7: Summer Food Service Program; program monitoring

7 CFR 226.6: Child and Adult Care Food Program; state agency administrative responsibilities

7 CFR 250.15: Out-of-condition donated foods, food recalls, and complaints

Management Resources:

California Department of Education Publication: Civil Rights and Complaint Procedures, U.S. Department of Agriculture Child Nutrition Programs, June 2018

U. S. Department of Agriculture Publication: USDA Nondiscrimination Statement, December 2022

U. S. Department of Agriculture Publication: Application of Bostock v. Clayton County to Program Discrimination Complaint Processing – Policy Update, CRD 01-2022, May 2022

U. S. Department of Agriculture Publication: Civil Rights Compliance and Enforcement-Nutrition Programs and Activities, FNS Instruction 113-1, November 2005

U.S. DOE Office for Civil Rights Publication: Notice of Non-Discrimination, August 2010

Website: U. S. Department of Agriculture, And Justice for All Posters

Website: CSBA District and County Office of Education Legal Services

Website: U.S. Department of Agriculture, Office for Civil Rights

Website: U.S. Department of Agriculture, Office for Civil Rights

Business and Noninstructional Operations
Nutrition Program Compliance

BP 3555 (e)

Website: California Department of Education, Nutrition Services Division
Website: U.S. Department of Education, Office for Civil Rights

Policy Adopted: 6/14/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

All Personnel
NONDISCRIMINATION IN EMPLOYMENT

BP 4030(a)

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, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

Employers are also prohibited from discrimination against employees or job applicants on the basis of reproductive health decision making, defined as a person's decision to use or access a particular drug, device, product, or medical service for reproductive health. (Government Code 12926, 12940)

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

All Personnel
NONDISCRIMINATION IN EMPLOYMENT

BP 4030(b)

- to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.
- c. Requiring medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
 - d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any to be provided to the employee.

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release of the employee's claim or right to file a claim against the district or a nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing 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.

All Personnel
NONDISCRIMINATION IN EMPLOYMENT

BP 4030(c)

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Department of Fair Employment and Housing, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

State

2 CCR 11006-11086: Discrimination in employment
2 CCR 11023: Harassment and discrimination prevention and correction
2 CCR 11024: Required training and education on harassment based on sex, gender identity and expression, and sexual orientation
2 CCR 11027-11028: National origin and ancestry discrimination
5 CCR 4900-4965: Nondiscrimination in elementary and secondary education programs
CA Constitution Article 1, Section 1: Inalienable rights
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 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 110.1-110.39: Nondiscrimination on the basis of age
42 USC 12101-12213: Americans with Disabilities Act
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
Executive Order 11246: "Know Your Rights: Workplace Discrimination is Illegal" poster
U.S. Constitution: Amendment 1, Free exercise, free speech, and establishment clauses

All Personnel
NONDISCRIMINATION IN EMPLOYMENT

BP 4030(d)

Management Resources

CA Civil Rights Department Publication: Family Care and Medical Leave and Pregnancy Disability Leave

CA Civil Rights Department Publication: California Law Prohibits Workplace Discrimination and Harassment

CA Civil Rights Department Publication: The Rights of Employees Who Are Transgender or Gender Nonconforming

CA Civil Rights Department Publication: Harassment Prevention Guide for California Employers

CA Civil Rights Department Publication: Your Rights and Obligations as a Pregnant Employee

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

Court Decision: Shephard v. Loyola Marymount, (2002) 102 Cal.App1 4th 837

Court Decision: Thomson v. North American Stainless LP, (2011) 131 S.Ct. 863

U.S. DOE Office for Civil Rights Publication: Notice of Non-Discrimination, August 2010

U.S. Equal Employment Opportunity Comm Publication: Know Your Rights: Workplace Discrimination is Illegal, October 2022

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: CSBA District and County Office of Education Legal Services

Website: California Department of Fair Employment and Housing

Website: U.S. Department of Education, Office for Civil Rights

Website: U.S. Equal Employment Opportunity Commission

Policy Adopted: 5/10/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Students
STUDENT WELLNESS

BP 5030 (a)

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

School Wellness Council

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b, 7 CFR 210.31)

To fulfill this requirement, the Superintendent or designee may appoint a school wellness council or other district committee and a wellness coordinator. The Council may include representatives of the groups listed above, as well as health educators, curriculum directors, counselors, before-and after-school program staff, health practitioners, and/or others interested in school health issues.

The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.

The wellness council shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Goals for Nutrition, Physical Activity, and other Wellness Activities

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school- based activities that promote student wellness. In developing such goals, the Board shall review and consider evidence-based strategies and techniques. (42 USC 1758b; 7 CFR 210.31)

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Students
STUDENT WELLNESS

BP 5030 (b)

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and/or after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

Professional development may be regularly offered to the nutrition program director, managers, and staff, as well as health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness and may provide opportunities for regular physical activity among employees.

Nutritional Guidelines for Foods Available at School

For all foods available on each campus during the school day, the district shall adopt nutritional guidelines which are consistent with 42 USC 1758, 1766, 1773 and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

In order to maximize the district's ability to provide nutritious meals and snacks, all schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs,

Students
STUDENT WELLNESS

BP 5030 (c)

to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

The Superintendent or designee shall provide access to free, potable water during meal times in the food service area in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutritional standards adopted by the district for all foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutritional standards.

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.

He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage school organizations to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (Education Code 49431.9; 7 CFR 210.31)

Program Implementation and Evaluation

The Superintendent shall designate the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.31)

Assistant Superintendent, Business Services
(805)938-8900
sknight@orcutt-schools.net

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years (42 USC 1758b; 7 CFR 210.31).

Students
STUDENT WELLNESS

BP 5030 (d)

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to number of students eligible for that program
4. Extent to which foods sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with national standards
5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentive, comply with nutrition standards.
6. Results of the state's physical fitness test
7. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
8. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

Students
STUDENT WELLNESS

BP 5030 (e)

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Notifications

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b, 7 CFR 210.31)

Each school may post a summary of nutrition and physical activity laws and regulations prepared by the CDE.

Records

The Superintendent or designee shall retain records that document compliance with 7 CFR 210.31, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.31)

State:

- 5 CCR 15500-15501: Food sales by student organizations
- 5 CCR 15510: Mandatory meals for needy students'
- 5 CCR 15530-15535: Nutrition education
- 5 CCR 15550-15565: School lunch and breakfast programs
- Ed. Code 33350-33354: CDE responsibilities re: physical education
- Ed. Code 38086: Free fresh drinking water
- Ed. Code 49430-49434: Pupil Nutrition, Health, and Achievement Act of 2001

Students
STUDENT WELLNESS

BP 5030 (f)

Policy Brief, March 2006

CSBA Publication: Physical Activity and Physical Education in California Schools, Research Brief, April 2010

Website: CSBA District and County Office of Education Legal Services

Website: California Project LEAN (Leaders Encouraging Activity and Nutrition)

Website: California School Nutrition Association

Website: Center for Collaborative Solutions

Website: Dairy Council of California

Website: National Alliance for Nutrition and Activity

Website: National Association of State Boards of Education

Website: School Nutrition Association

Website: Society for Nutrition Education

Website: U.S. Department of Agriculture, Food Nutrition Service, wellness policy

Website: Action for Healthy Kids

Website: Alliance for a Healthier Generation

Website: California Department of Education, Nutrition Services Division

Website: California Department of Public Health

Website: California Healthy Kids Resource Center

Website: Centers for Disease Control and Prevention

Website: CSBA

Policy Adopted: 6/14/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



HUMAN RESOURCE MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Susan Salucci
Assistant Superintendent, Human Resource

BOARD MEETING DATE: June 7, 2023

BOARD AGENDA ITEM: Santa Barbara County Special Education Local Planning Area (SBSELPA)
2023-2024 Local Plan Revision

BACKGROUND: All SELPAs throughout CA are required to submit a local plan to CDE for approval. The purpose of the plan is to: 1) assure access to special education and related services for all individuals with exceptional needs residing within the geographic areas served by the plan; and 2) to assure compliance with all federal and state codes and statutes.

The Santa Barbara County SELPA Local Plan is required to be updated on a periodic basis to reflect possible changes in legal references and compliance with the California Education Code. In preparation for this current revision, a committee was developed which included general education teachers, special education teachers, special education administrators and parents. The committee reviewed the current and proposed Local Plan recommending revisions which align with California Education Code.

For approval of the developed or amended local plan, the SELPA must: Seek approval of the plan from the SBSELPA JPA Board, obtain signatures from the Administrative Unit (Goleta Union School District) and County Office superintendents, obtain signature from the CAC chairperson, submit the plan to each participating LEA for governing board approval, and submit the plan to CDE for final approval by June 30, 2023.

RECOMMENDATION: It is recommended that the Board of Trustees approve the SBSELPA 2023-2024 Local Plan Revision, as submitted.

FUNDING: N/A

BOARD CERTIFICATION

This is to certify that the Orcutt Union School District School Board, at its regular meeting on Wednesday, June 7, 2023, approved the amendment(s) to the local plan. The agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title VI of the California Code of Regulations.

MOTION: _____(name) _____

SECOND: _____(name) _____

Vote: Ayes: _____
 Noes: _____
 Absent: _____

I certify that the foregoing statement is true and correct.

June 7, 2023
(Date)

Signature
Shaun Henderson, Board President
(Name and Title)

LOCAL PLAN
Section A: Contacts and Certifications
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2023–24 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
 - Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
- Local Plan Section E: Annual Service Plan
- Local Educational Agency Membership Changes

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Santa Barbara County"/>		
Street Address	<input type="text" value="5385 Hollister Ave., Bldg. 7"/>	Zip Code	<input type="text" value="93111"/>
City	<input type="text" value="Santa Barbara"/>	County	<input type="text" value="Santa Barbara"/>
Mailing Address	<input type="text" value="5385 Hollister Ave., Box 107"/>		
City	<input type="text" value="Santa Barbara"/>	Zip Code	<input type="text" value="93111"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

Administrator First Name Administrator Last Name
Administrator Title
Administrator's Email
Telephone Extension

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name
Street Address Zip Code
City County
Contact First Name Last Name
Contact Title
Email
Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No

Section A: Contacts and Certifications

SELPA

Fiscal Year

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Section A: Contacts and Certifications

SELPA

Fiscal Year

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the

Section A: Contacts and Certifications

SELPA

Fiscal Year

CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	SBCSELPA	Ray Avila	Administrator-Spec. Ed.	All
-	SBCSELPA	Jennifer Connolly	Administrator-Spec. Ed.	All
-	SBCSELPA	Rachel Wigle	Parent	All
-	Guadalupe USD	Nathan Moreno	Administrator-Spec. Ed.	All
-	Orcutt USD	Kenneth "Rusty" Gordon	Administrator-Spec. Ed.	All
-	SMJUHSD	Frances Evans	Administrator-Spec. Ed.	All
-	Carpinteria USD	Robert Scheerger	Administrator-Spec. Ed.	All
-	SBUSD	John Schettler	Administrator-Spec. Ed.	All
-	SMJUHSD	Michelle Coffin	Other	All
-	Santa Maria-Bonita	Brian King	Other	All
-	SBUSD	Megan Tice	CAC	All
-	SBUSD	Megan Tice	Teacher-Spec. Ed.	All

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)

Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No (If the answer is “NO,” please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Yes No (If the answer is “NO,” please include comments.)

Section A: Contacts and Certifications

SELPA

Fiscal Year

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Fiscal Year

Certification 3: County Office of Education

IMPORTANT: Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan section(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

Yes No

If "Yes," the COE must enter comments and recommendations here:

Cert 3-3. Special Education Local Plan Area Governance Structure

The COE certifies the SELPA is a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Fiscal Year

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 3-4. The COE ensures the SELPA submitting the Local Plan meets one of the following conditions:

[Single-LEA SELPA](#)

The COE ensures the Single LEA SELPA has established a written procedure for the ongoing review of programs conducted, and procedures utilized under the Local Plan, and a mechanism for correcting any identified problem related to the regionalized service to local programs, including, but limited to, all of the services identified in California *Education Code (EC)* 56195.7(c). *EC* sections 56027, 56195, 56195.7(c) and (j)(1), and 56205; *OR*

[Multiple LEA SELPA or COE joined SELPA](#)

The COE ensures the Multiple LEA SELPA or COE joined SELPA has a written agreement entered into by entities participating in the Local Plan that includes a provision for ongoing review of programs conducted, and procedures utilized, under the Local Plan, and a mechanism for correcting any identified problem. *EC* 56195.1 and 56195.7

Yes No

Cert 3-5. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Yes No

Web address where the SELPA Local Plan, including all sections, is posted.

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Santa Barbara County

Fiscal Year

2023–24

Authorized Signature

Dr. Susan Salcido

COE Superintendent

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

SELPA

Fiscal Year

Certification 4: Community Advisory Committee

IMPORTANT: Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

Cert 4-1. Community Advisory Committee Participation

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. *California Education Code* sections 56194 and 56205(a)(12)(E).

Yes No (If the answer is “NO,” please include comments.)

Cert 4-2. Community Advisory Committee Review Timeline

The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

Yes No (If the answer is “NO,” please include comments.)

Cert 4-3. Community Advisory Committee Comments

The CAC provided written comments to the SELPA regarding this Local Plan submission.

Yes No (If the answer is “NO,” please include comments.)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

Authorized Signature

CAC Chairperson

Date

SELPA

Fiscal Year

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year **2022–23**, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

LEA Superintendent/Chief Administrator

Date



Rather than submitting an electronically signed PDF copy of the required COE and LEA Certifications for the 2023-24 SELPA Local Plan, CDE has directed SELPA Administrators to type in the name of Superintendent on the required certification documents so that the signature may be captured in their database using their template.

Superintendents of the Santa Barbara County SELPA

I authorize Lindsay MacDonald to type my name on the LEA Certification 5 for the 2023-24 Santa Barbara County SELPA Local Plan.

LEA	SUPERINTENDENT	SIGNATURE	DATE
Adelante Charter School	Javier Bolivar		
Ballard School District	Pam Rennick		
Blochman Union School District	Doug Brown		
Buellton Union School District	Randy Haggard		
Carpinteria Unified School District	Diana Rigby		
Cold Spring School District	Amy Alzina		
College School District	Maurene Donner		
Cuyama Joint Unified School District	Alfonso Gamino		
Family Partnership Charter School	Stephanie Eggert		

Goleta Union School District	Diana Roybal		
Guadalupe Union School District	Emilio Handall		
Hope School District	Anne Hubbard		
Lompoc Unified School District	Clara Finneran		
Los Olivos School District	Ray Vasquez		
Manzanita Public Charter School	Suzanne Nicastro		
Montecito Union School District	Anthony Ranii		
Orcutt Union School District	Holly Edds		
Santa Barbara Charter School	Laura Donner		
Santa Barbara County Education Office	Susan Salcido		
Santa Barbara Unified School District	Hilda Maldonado		
Santa Maria Joint Union High School District	Antonio Garcia		
Santa Maria – Bonita School District	Darren McDuffie		
Santa Ynez Valley Union High School District	Andrew Schwab		
Solvang School District	Sierra Loughridge		
Vista Del Mar Union School District	Bree Valla		

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

**INTENTIONALLY
LEFT
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Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	42	76786	6118202	326	Adelante Charter School	Luis	Correa	(805) 966-7392	lcorre@sbunified.org	Previously Reported
	2	42	69104	0		Ballard Elementary	Claudia	Echavarria	(805) 698-4222	cechavarria@buelltonusd.org	Previously Reported
	3	42	69112	0		Blochman Union Elementary	Sam	Orozco	(805) 937-1148	sorozco@blochmanusd.org	Previously Reported
	4	42	69138	0		Buellton Union Elementary	Claudia	Echavarria	(805) 698-4222	cechavarria@buelltonusd.org	Previously Reported
	5	42	69146	0		Carpinteria Unified	Robert	Scheerger	(805) 684-7657	robert.scheerger@cusd.net	Previously Reported
	6	42	69161	0		Cold Spring Elementary	Kirsten	Escobedo	(805) 964-4711	kescobedo@sbceo.org	Previously Reported
	7	42	69179	0		College Elementary	Claudia	Echavarria	(805) 698-4222	cechavarria@buelltonusd.org	Previously Reported
	8	42	75010	0		Cuyama Joint Union	Kirsten	Escobedo	(805) 698-4222	kescobedo@sbceo.org	Previously Reported
	9	42	69112	111773	763	Family Partnership Charter	Stephanie	Eggert		sharie.strasburger@fpcharter.org	Previously Reported
	10	42	69195	0		Goleta Union Elementary	Amanda	Martinez	(805) 681-1200	amartinez@gusd.us	Previously Reported
	11	42	69203	0		Guadalupe Union Elementary	Nathan	Moreno	(805)343-2114	nmoreno@gusdbobcats.com	Previously Reported
	12	42	69211	0		Hope Elementary	Kristen	Lindquist	(805) 563-2974	klindquist@hopescchooldistrict.org	Previously Reported

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	42	69229	0		Lompoc Unified	Jamie	Johnson	(805) 742-3291	johnson.jamie@lusd.org	<input type="text" value="Previously Reported"/>
	14	42	69245	0		Los Olivos Elementary	Claudia	Echavarria	(805) 698-4222	cechavarria@bueltonusd.org	<input type="text" value="Previously Reported"/>
	15	42	92290	0	973	Manzanita Public Charter	Robert	Altavilla	(805) 734-5600	altavillar@verizon.net	<input type="text" value="Previously Reported"/>
	16	42	69252	0		Montecito Union Elementary	Kirsten	Escobedo	(805) 964-4711	kescobedo@sbceo.org	<input type="text" value="Previously Reported"/>
	17	42	69260	0		Orcutt Union Elementary	Rusty	Gordon	(805) 938-8960	RGordon@orcutt-schools.net	<input type="text" value="Previously Reported"/>
	18	42	76786	11603	20	Santa Barbara Charter School	Stacy	Tolkin	(805) 967-6522	stacysbcs@gmail.com	<input type="text" value="Previously Reported"/>
	19	42	76786	0		Santa Barbara Unified	Karla	Curry	(805) 963-4331	kvcurry@sbunified.org	<input type="text" value="Previously Reported"/>
	20	42	69310	0		Santa Maria Joint Union High	Frances	Evans	(805) 922-4573	fevans@smjuhsd.org	<input type="text" value="Previously Reported"/>
	21	42	69120	0		Santa Maria-Bonita	Erik	Thompson	(805) 361-8180	ethompson@smbd.net	<input type="text" value="Previously Reported"/>
	22	42	69328	0		Santa Ynez Valley Union High	Claudia	Echavarria	(805) 698-4222	cechavarria@bueltonusd.org	<input type="text" value="Previously Reported"/>
	23	42	69336	0		Solvang Elementary	Claudia	Echavarria	(805) 698-4222	cechavarria@bueltonusd.org	<input type="text" value="Previously Reported"/>
	24	42	69344	0		Vista Del Mar	Claudia	Echavarria	(805) 698-4222	cechavarria@bueltonusd.org	<input type="text" value="Previously Reported"/>

Attachment I

SELPA:

Fiscal Year:

	25	42	10421	0		Santa Barbara County Education Office (SELPA included in data)	Kirsten Escobedo	(805) 964-4711	kescobedo@sbceo.org	Previously Reported
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Attachment II

SELPA:

Fiscal Year:

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA:

Fiscal Year:

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Adelante Charter School	141,837	85,268	0	53,521	0	0	0	0	280,626
2	Ballard Elementary	0	0	0	0	0	0	0	0	0
3	Blochman Union Elementary	92,794	55,785	0	35,015	0	0	0	0	183,594
4	Buellton Union Elementary	1,340,516	795,468	0	573,492	0	0	0	0	2,709,476
5	Carpinteria Unified	1,020,949	603,355	0	445,502	0	0	0	0	2,069,806
6	Cold Spring Elementary	0	0	0	0	0	0	0	0	0
7	College Elementary	0	0	0	0	0	0	0	0	0
8	Cuyama Joint Union	0	0	0	0	0	0	0	0	0

Attachment II

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Family Partnership Charter	210,289	126,419	0	79,351	0	0	0	0	416,059
10	Goleta Union Elementary	1,655,605	995,296	0	835,549	0	0	0	0	3,486,450
11	Guadalupe Union Elementary	625,932	376,290	0	297,494	0	0	0	0	1,299,716
12	Hope Elementary	406,055	244,107	0	204,927	0	0	0	0	855,089
13	Lompoc Unified	4,370,523	2,571,218	0	1,884,123	0	0	0	0	8,825,864
14	Los Olivos Elementary	0	0	0	0	0	0	0	0	0
15	Manzanita Public Charter	222,672	133,863	0	84,024	0	0	0	0	440,559
16	Montecito Union Elementary	0	0	0	0	0	0	0	0	0
17	Orcutt Union Elementary	2,219,094	1,331,967	0	1,005,703	0	0	0	0	4,556,764
18	Santa Barbara Charter School	136,805	82,243	0	51,622	0	0	0	0	270,670

Attachment II

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Santa Barbara Unified	6,294,801	3,784,233	0	2,552,609	0	0	0	0	12,631,643
20	Santa Maria Joint Union High	4,428,313	2,662,160	0	1,670,996	0	0	0	0	8,761,469
21	Santa Maria-Bonita	8,116,216	4,836,225	0	3,829,582	0	0	0	0	16,782,023
22	Santa Ynez Valley Union High	0	0	0	0	0	0	0	0	0
23	Solvang Elementary	0	0	0	0	0	0	0	0	0
24	Vista Del Mar	0	0	0	0	0	0	0	0	0
25	Santa Barbara County Education Office (SELPA included in data)	7,574,166	219,978	127,331	193,286	2,294,788	0	0	61,584	10,471,133
Totals:		38,856,567	18,903,875	127,331	13,796,796	2,294,788	0	0	61,584	74,040,941

Attachment III

SELPA:

Fiscal Year:

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Adelante Charter School	210,704	113,408	91,546	1,711	101,985	0	0	519,354
2	Ballard Elementary	0	0	0	0	0	0	0	0
3	Blochman Union Elementary	149,285	26,500	56,297	8,651	1,320	0	0	242,053
4	Buellton Union Elementary	2,852,637	1,717,627	2,037,632	72,177	1,312,284	0	0	7,992,357
5	Carpinteria Unified	2,613,633	1,489,593	1,801,761	76,036	770,551	0	0	6,751,574
6	Cold Spring Elementary	0	0	0	0	0	0	0	0
7	College Elementary	0	0	0	0	0	0	0	0
8	Cuyama Joint Union	0	0	0	0	0	0	0	0
9	Family Partnership Charter	247,641	0	33,257	4,069	71,165	0	0	356,132

Attachment III

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Goleta Union Elementary	4,221,016	4,479,826	3,365,627	88,561	232,629	0	0	12,387,659
11	Guadalupe Union Elementary	1,163,653	324,635	573,155	36,203	686,244	0	0	2,783,890
12	Hope Elementary	1,072,192	657,575	690,167	23,967	256,007	0	0	2,699,908
13	Lompoc Unified	8,426,121	4,401,774	5,590,915	123,742	1,391,699	0	0	19,934,251
14	Los Olivos Elementary	0	0	0	0	0	0	0	0
15	Manzanita Public Charter	335,803	136,097	102,085	12,000	16,500	0	0	602,485
16	Montecito Union Elementary	0	0	0	0	0	0	0	0
17	Orcutt Union Elementary	3,305,845	1,986,422	2,046,194	109,089	1,564,298	0	0	9,011,848
18	Santa Barbara Charter School	0	0	0	0	0	0	0	0
19	Santa Barbara Unified	15,210,580	9,808,661	9,071,679	291,897	5,317,328	0	38,368	39,738,513
20	Santa Maria Joint Union High	7,302,480	5,111,602	5,876,604	114,832	1,290,995	0	795,618	20,492,131

Attachment III

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Santa Maria-Bonita	14,506,687	5,242,279	9,308,253	314,340	3,142,394	0	1,138,358	33,652,311
22	Santa Ynez Valley Union High	0	0	0	0	0	0	0	0
23	Solvang Elementary	0	0	0	0	0	0	0	0
24	Vista Del Mar	0	0	0	0	0	0	0	0
25	Santa Barbara County Education Office (SELPA included in data)	10,871,250	6,162,702	9,313,090	332,078	4,142,335	0	2,085,533	32,906,988
Totals:		72,489,527	41,658,701	49,958,262	1,609,353	20,297,734	0	4,057,877	190,071,454

Attachment IV

SELPA:

Fiscal Year:

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Adelante Charter School	53,521	0.38%	227,105	0.38%	238,728	280,626
2	Ballard Elementary	0	0.00%	0	0.00%	0	0
3	Blochman Union Elementary	35,015	0.25%	148,579	0.25%	58,459	183,594
4	Buellton Union Elementary	573,492	4.11%	2,135,984	3.55%	5,282,879	2,709,476
5	Carpinteria Unified	445,502	3.20%	1,624,304	2.70%	4,681,768	2,069,806
6	Cold Spring Elementary	0	0.00%	0	0.00%	0	0
7	College Elementary	0	0.00%	0	0.00%	0	0
8	Cuyama Joint Union	0	0.00%	0	0.00%	0	0
9	Family Partnership Charter	79,351	0.57%	336,708	0.56%	(59,927)	416,059

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Goleta Union Elementary	835,549	5.99%	2,650,901	4.41%	8,901,210	3,486,450
11	Guadalupe Union Elementary	297,494	2.13%	1,002,222	1.67%	1,484,174	1,299,716
12	Hope Elementary	204,927	1.47%	650,162	1.08%	1,844,919	855,089
13	Lompoc Unified	1,884,123	13.51%	6,941,741	11.55%	11,108,388	8,825,864
14	Los Olivos Elementary	0	0.00%	0	0.00%	0	0
15	Manzanita Public Charter	84,024	0.60%	356,535	0.59%	161,926	440,559
16	Montecito Union Elementary	0	0.00%	0	0.00%	0	0
17	Orcutt Union Elementary	1,005,703	7.21%	3,551,061	5.91%	4,455,086	4,556,764
18	Santa Barbara Charter School	51,622	0.37%	219,048	0.36%	0	270,670
19	Santa Barbara Unified	2,552,609	18.31%	10,079,034	16.77%	26,836,200	12,631,643
20	Santa Maria Joint Union High	1,670,996	11.98%	7,090,473	11.80%	11,730,662	8,761,469

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Santa Maria-Bonita	3,829,582	27.47%	12,952,441	21.55%	16,870,287	16,782,023
22	Santa Ynez Valley Union High	0	0.00%	0	0.00%	0	0
23	Solvang Elementary	0	0.00%	0	0.00%	0	0
24	Vista Del Mar	0	0.00%	0	0.00%	0	0
25	Santa Barbara County Education Office (SELPA included in data)	339,628	2.44%	10,131,505	16.86%	22,435,854	10,471,133
Totals:		13,943,138	100.00%	60,097,803	100.00%	116,030,613	74,040,941

Attachment V

SELPA:

Fiscal Year:

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Adelante Charter School	0	10,000
2	Ballard Elementary	0	0
3	Blochman Union Elementary	38,841	6,850
4	Buellton Union Elementary		37,200
5	Carpinteria Unified	0	32,744
6	Cold Spring Elementary	0	0
7	College Elementary	0	0
8	Cuyama Joint Union	0	0
9	Family Partnership Charter	0	8,699

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Goleta Union Elementary	0	62,337
11	Guadalupe Union Elementary	0	17,947
12	Hope Elementary	507,000	507,000
13	Lompoc Unified	0	96,178
14	Los Olivos Elementary	0	0
15	Manzanita Public Charter	0	0
16	Montecito Union Elementary	0	0
17	Orcutt Union Elementary	0	54,939
18	Santa Barbara Charter School	0	6,850
19	Santa Barbara Unified	0	194,613
20	Santa Maria Joint Union High	109,445	116,524

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Santa Maria-Bonita	1,358,500	240,656
22	Santa Ynez Valley Union High	0	0
23	Solvang Elementary	0	0
24	Vista Del Mar	0	0
25	Santa Barbara County Education Office (SELPA included in data)	0	606,682
Totals:		2,013,786	1,999,219

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

SELPA

Fiscal Year

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The Santa Barbara County Special Education Local Plan Area, SBCSELPA, is a group of 20 school districts, four charter schools that are their own LEA for the purposes of special education and the County Education Office that have joined together to provide Special Education programs and services. All 25 of the LEA's located in our county have boundaries as far north as Santa Maria, as far west as Lompoc, as far east as Cuyama, and as far south as Carpinteria. San Luis Obispo County SELPA is to the north of SBCSELPA. Ventura County SELPA is to the south of SBCSELPA. And Kern County SELPA is to the east of SBCSELPA.

The SBCSELPA office is located at 5385 Hollister Avenue, Building 5, Santa Barbara, California. The office is staffed by an Executive Director, Coordinator, Board Certified Behavior Analysts (BCBA)/Behavior Specialists (as per LEA/district requests), an Office Manager, a Secretary, Mental Health Specialist(s), Clerical Assistant, Part-time Educational Audiologist and School Psychologist, and an Accountant/Business Official. The SBCSELPA is the regional administrative office which ensures equal access to special education services to students with disabilities.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA GOVERNANCE STRUCTURE

The SBCSELPA is organized as a Joint Powers Agency(JPA) which is technically an independent governmental agency. The governance of the JPA is described in detail in the Joint Powers Agreement.

WHAT ARE THE RESPONSIBILITIES OF THE SBCSELPA?

SELPA Santa Barbara County

Fiscal Year 2023-24

The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

The SBCSELPA Executive Director meets with a committee comprised of the special education administrators and business officials from districts in SBCSELPA on an as-needed basis. The meeting agendas focus on utilization of available resources, processes and procedures for identification and placement of children with disabilities, and cooperation to ensure that all children receive their appropriate and necessary services.

The SBCSELPA Executive Director reports on a monthly basis during the school year to the JPA Board. The Joint Powers Agency Board is the decision-making body for the SBCSELPA and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the county. It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county.

All meetings of the Board are public and accessible to the disabled. Deliberations of the Board, except for those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.

The following is a summary of the organizational structure of the JPA as defined in the Joint Exercise of Powers Agreement:

Santa Barbara County SELPA JPA Board

The Santa Barbara County SELPA JPA Board is the decision making body for the JPA.

- Membership - 8 Members (Superintendents from Santa Barbara County LEA's)
- 2 Nondirect Service Districts - North
- 2 Nondirect Service Districts - South
- 1 Direct Service District
- 1 Nondirect Service District, Santa Ynez Valley Special Education Consortium
- 1 County Superintendent
- 1 9-12th Grade High School District

SELPA Santa Barbara County

Fiscal Year 2023-24

Meetings Monthly (unless agreed upon otherwise by the Board)
Chairperson Elected by Board
Secretary SBCSELPA Executive Director
Quorum Majority of voting membership

The Superintendents from each of the districts in the county provides advice and direction to the Joint Powers Board.

Community Advisory Committee

The Community Advisory Committee of the Santa Barbara County SELPA is a committee composed of parents of special education children, parents of regular education children, special education and regular education certificated staff, and other representatives from local agencies. The meetings help keep members informed regarding current programs and legislation, and facilitate closer communication and better understanding of mutual goals of school administrators, faculty, parents and community. While the Community Advisory Committee is composed of specially appointed members, all meetings are open to everyone interested, and the Community Advisory Committee encourages parents to attend CAC meetings.

The primary role of the Santa Barbara County SELPA Community Advisory Committee is to represent the needs and concerns of parents, school personnel and community agencies regarding services for individuals with exceptional needs to the JPA Board. The CAC meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following).

The SBCSELPA Executive Director may establish committees and task forces when he or she determines, in his or her sole discretion, that he or she could benefit from the input or assistance of committees or task forces relating to a particular subject or subjects. The following are the types of subjects for which the SBCSELPA Executive Director may establish committees and task forces. The following are the types of committees and task forces the SBCSELPA Executive Director may convene:

Technical analysis and input to the JPA Board and the operation of the special education programs and services available in the SBCSELPA; financial review and analysis needed for the operation of the special education programs;

- Transition services;
- Autism services and certification;
- Interagency transition services;
- Crisis prevention;
- Policies and procedures;
- Legal services and fees;

SELPA Santa Barbara County

Fiscal Year 2023-24

Parent trainings;
SELPA forms;
Rtl;
Professional development;
Behavior intervention case management; and
Resource specialist assessments.

Task Forces and Committees

The following are the established committees:

Interagency Agreement Committees

- County Mental Health
- California Children Services
- Department of Rehabilitation
- Head Start
- Tri-Counties Regional Center

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

The parties listed in Section 1 below mutually agree and promise as set forth in this Joint Powers Agreement:

1. PARTIES

The Boards of Education of:

- Adelante Charter School
- Ballard School District
- Blochman Union School District
- Buellton Union School District
- Carpinteria Unified School District
- Cold Spring School District
- College School District
- Cuyama Joint Union School District
- Family Partnership Charter School
- Goleta Union School District
- Guadalupe Union School District
- Hope School District
- Lompoc Unified School District
- Los Olivos School District
- Manzanita Public Charter School
- Montecito Union School District
- Orcutt Union School District

SELPA Santa Barbara County

Fiscal Year 2023-24

Santa Barbara Charter School
Santa Barbara Unified School District
Santa Maria Joint Union High School District
Santa Maria-Bonita School District
Santa Ynez Valley Union High School District
Solvang School District
Vista Del Mar Union School District
Santa Barbara County Education Office

2. PURPOSE

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

3. AUTHORITY

This agreement is entered into pursuant to Education Code Section 56195.1(c) and Government Code Section 6500 and following, relating to the joint exercise of powers between public educational agencies identified herein and also those that may hereafter be accepted for membership herein.

4. ADMINISTRATION AND GOVERNANCE

a. The parties hereto hereby create the Santa Barbara County Special Education Local Plan Area (hereinafter SBCSELPA), which will be a separate public agency responsible for administering this agreement and the Local Plan.

b. The SBCSELPA shall be governed by the SBCSELPA JPA Board, which shall be comprised of eight voting members. The Board shall be comprised of the County Superintendent of Schools and superintendents of districts in Santa Barbara County and selected as follows:

Five members from non-direct service districts shall be selected by the consensus of the LEA Superintendents, with two members representing non-direct service districts in south Santa Barbara County; two members representing non-direct service districts in North Santa Barbara County; and one member representing non-direct service districts in the Santa Ynez Valley Special Education Consortium.

One member from direct service districts shall be selected by the Superintendents' Council, representing direct service districts in both North and South Santa Barbara County. One member from 9-12th grade high school districts shall be selected by the Superintendents' Council.

The County Superintendent of Schools shall continuously serve as an eighth member of the Board.

c. All district superintendent appointments to the Board shall be for two-year terms. Appointments to the Board shall expire on June 30.

d. Each voting member of the Board shall take and execute the oath of office prior to

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exercising any duties hereunder.

e. The Board shall annually elect a Chairperson, Vice-Chairperson and Clerk from its voting members. The SBCSELPA Executive Director shall serve as Secretary to the Board. The Chairperson and Vice-Chairperson shall serve at the pleasure of the Board until a successor is elected.

f. The Board shall develop and adopt bylaws which may be amended from time to time.

g. Regular meetings shall be held as determined by the Board and set forth in its bylaws. Such meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following) and provisions of the Education Code regarding school district governing board meetings (Education Code Sections 35140 and following). A majority of the voting membership of the Board shall constitute a quorum and a majority of the voting membership shall be necessary for action to be taken. Vacant positions shall be counted as part of the membership when determining whether a majority exists. If a member of the Board misses three consecutive board meetings, the District Superintendent's may opt to remove the Board member. When a member of the Board resigns, is removed, or otherwise vacates membership on the Board, a replacement member shall be appointed by consensus of the LEA Superintendents as prescribed in Section 4 of this agreement.

h. The fiscal year of the SBCSELPA shall run from July 1 through June 30.

5. AUDITING AND ACCOUNTING SERVICE

The Auditor/Controller of Santa Barbara County, the Santa Barbara County Superintendent of Schools and the Treasurer of Santa Barbara County shall perform the Auditor/Controller and Treasurer functions prescribed by Government Code Sections 6505 and 6505.5 in the same manner that they perform these functions for school districts. The approval of demands for which the County Superintendent of Schools shall draw warrants shall be performed in accordance with the policies and procedures adopted by the SBCSELPA JPA Board, subject to the review and approval of the County Superintendent of Schools, as required by Education Code Sections 42633 and following. There shall be strict accountability of all funds. All revenues and expenditures shall be reported to the SBCSELPA JPA Board.

6. POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

6.1 GENERAL

The SBCSELPA, through the SBCSELPA JPA Board, shall have the power and authority to exercise any power common to the public educational agencies which are parties to this agreement.

6.2 SPECIFIC

- a. To make and enter into contracts.
- b. To select, employ and dismiss agents or employees or to utilize the services of personnel of the parties when such services are offered by the parties.
- c. To acquire, construct, manage, maintain or operate any buildings, equipment or improvements.
- d. To acquire, hold or dispose of property, real and personal.

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- e. To sue and be sued in its own name.
- f. To incur debts, liabilities or obligations.
- g. To apply for, accept, receive and disburse funds and grants from any agency of the United States of America, the State of California, or any other public agency.
- h. To invest any money in the Treasury pursuant to Government Code Section 6505.5 that is not required for the immediate activities of the SBCSELPA, as the SBCSELPA JPA Board determines is advisable, in the manner and on the same conditions as local agencies, pursuant to Government Code Section 53601.
- i. To adopt policies and bylaws governing the operations of the SBCSELPA as outlined in the Local Plan.
- j. To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provisions of law.
- k. To receive gifts, contributions and donations of property, funds, services and other forms of assistance from persons, firms, corporations, associations and any other governmental entity.
- l. To obtain insurance coverage.

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

The SBCSELPA shall employ a SBCSELPA Executive Director who shall be the Secretary to the SBCSELPA JPA Board and shall act as the Executive to the Board for all administrative functions. The SBCSELPA Executive Director and any other staff employed by the SBCSELPA shall be appointed by the SBCSELPA JPA Board.

The SBCSELPA Executive Director and any other employees shall be housed at the County Education Office or in other office space pursuant to SBCSELPA policy guidelines. The duties of the SBCSELPA Executive Director and other individuals employed by the SBCSELPA shall be stated in position descriptions which shall be formally approved by the SBCSELPA JPA Board. The SBCSELPA JPA Board may modify such position descriptions in whole or in part and at any time during the term of this Agreement.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon school districts in the exercise of such powers.

7. POWERS OF LOCAL EDUCATION AGENCIES

The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds

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allocated for special education programs.

8. FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
 - c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies:
 - (1) Coordinated system of identification and assessment and development of uniform policies governing identification, referral and placement of individuals with exceptional needs.
 - (2) Coordinated system of procedural safeguards.
 - (3) Coordinated system of staff development and parent education including training members of the Community Advisory Committee.
 - (4) Coordinated system of curriculum development and alignment with the core curriculum.
 - (5) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism to include monitoring of performance goals and indicators.
 - (6) Coordinated system of data collection and management information systems as needed to meet SBCSELPA requirements.
 - (7) Coordination of interagency agreements and development of policies and procedures relating to the coordination with other local public agencies that serve the individuals with exceptional needs.
 - (8) Coordination of services to medical facilities.
 - (9) Coordination of services to individuals with exceptional needs placed in licensed children's institutions and foster family homes.
 - (10) Coordination of services to individuals with exceptional needs placed in Juvenile Court Schools or County Community Schools.
 - (11) Preparation and transmission of required special education local plan area reports.
 - (12) Fiscal and logistical support of the Community Advisory Committee.
 - (13) Coordination of transportation services for individuals with exceptional needs.
 - (14) Coordination of career and vocational education and transition services.
 - (15) Assurance of full educational opportunity.
 - (16) Fiscal administration allocation and monitoring of state and federal funds pursuant to Education Code Section 56836 and 56841.

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- (17) Allocation of program specialist funds for direct instructional program support that may be provided by program specialists in accordance with Education Code Section 56368.
- (18) Search/Serve services.
- (19) Special day classes, resource specialist programs, related services, and other special education instructional programs as agreed upon by the SBCSELPA and the particular Local Education Agencies involved.
- (20) Services for infants and preschoolers.
- (21) Provision of support for dispute resolution and due process, as requested.
- (22) Coordination and oversight of nonpublic school placements and oversight of nonpublic agency services.
- (23) Ensure equal access to all programs and services in the region.
- (24) Ensure an equitable provision of services to individuals with exceptional needs between the ages of 0 and 22.
- (25) Assist in the resolution of complaints and work cooperatively with districts/county office to correct identified problems.
- (26) Such other areas as the SBCSELPA JPA Board directs.

- d. Monitor compliance with federal and state laws and regulations regarding special education.
- e. Enter into agreements with individual school districts and/or the County Education Office for provision of special education services.
- f. Receive, distribute and account for regionalized services and SBCSELPA support funds for Local Plan implementation.
- g. Decide disputes within the scope of this Agreement among the parties. The decision of the SBCSELPA JPA Board shall be final in the settlement of disputes between parties.
- h. Participate in any other functions necessary to conduct the business of the SBCSELPA.

9. ANNUAL BUDGET PLAN

In addition to the powers and responsibilities presented in Section 6 and 8 above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.
- b. The Santa Barbara County SELPA Executive Director shall submit an annual budget plan to the Santa Barbara County SELPA JPA Board on the following calendar:
 - (1) Proposed Adopted Budget for review - May
 - (2) Proposed Adopted Budget approval - June
- c. The Santa Barbara County SELPA JPA Board is the entity that must develop, revise and approve all allocations of funds received by the SELPA.
- d. The SBCSELPA JPA Board shall review and approve or reject requests for an increase or

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decrease in regionalized services and regional program allocations, and allocate all other funds received by the SBCSELPA.

- e. Allocation revisions approved by the SBCSELPA shall be sent to each party to this Agreement by the SBCSELPA Executive Director within thirty (30) days after the revision has been approved by the Board.
- f. Written notice of the rejection of a request shall be sent to the originator of the request by the SBCSELPA Executive Director within thirty (30) days after receipt of the request.
 - g. No request for modification to the annual budget plan shall be approved by the SBCSELPA JPA Board which results in an increase to the annual budget plan which may exceed any funding limitations.

10. OBLIGATIONS OF THE SBCSELPA

The SBCSELPA shall be an independent public entity. The SBCSELPA shall be solely responsible for its duties, liabilities and obligations and the duties, liabilities and obligations of the Administrative Unit when it is acting on behalf of the SBCSELPA. They shall not be the duties, liabilities or obligations of the parties hereto.

11. AUTHORITY AND RESPONSIBILITIES OF THE PARTIES

Each LEA shall cooperate with the SBCSELPA and its JPA Board in their development of the Local Plan and in the JPA Board's review and approval of revisions to said Plan.

12. DUTIES OF THE SUPERINTENDENTS

The Superintendents of the LEAs named as parties to this Agreement shall serve as the LEA's representative to the Joint Powers Agency. The LEA Superintendents' shall select the members of the SBCSELPA JPA Board in accordance with Section 4 of this Agreement and shall serve as an advisory body to the SBCSELPA JPA Board.

13. SPECIAL EDUCATION ADMINISTRATORS

Each LEA operating special education programs shall designate a special education administrator from among its staff to act as the primary contact person for the district or county with the SBCSELPA.

14. RESPONSIBILITY FOR PROVISION OF SERVICES

Entities responsible for providing services and/or programs to individuals with exceptional needs are specified in the SBCSELPA Policies and Procedures. At any time, recommendations for changes in the delivery system may be developed by SBCSELPA Executive Director and submitted to the JPA Board for approval.

15. COMMUNITY ADVISORY COMMITTEE

A Community Advisory Committee shall be established. The Community Advisory Committee shall advise the SBCSELPA Board in accordance with policies and procedures approved by the SBCSELPA JPA Board.

16. BONDING PERSONS HAVING ACCESS TO PROPERTY

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The public officers or persons who have charge of, handle, or have access to any property of the SBCSELPA shall be the SBCSELPA Executive Director and any other officers or persons to be designated or empowered by the SBCSELPA JPA Board. Each such officer or person shall be required to file an official bond with the Administrative Unit in the amount of Fifty Thousand dollars (\$50,000) or in such other amount as may be established by the SBCSELPA JPA Board. Should the existing bond or bonds of any such officer or person be extended to cover the obligations provided herein, said bond shall be the official bond required herein. The premiums on any such bond or bonds attributable to the coverage required herein shall be appropriate expenses of the SBCSELPA.

17. DISTRIBUTION OF LIABILITY

The SBCSELPA is a joint powers agency and its members are jointly and severally liable, to the extent provided in Government Code Section 895.2, for the negligent or wrongful acts of the SBCSELPA and one another occurring in the performance of this Agreement. Each party hereto agrees to indemnify and hold the other parties harmless from all liability for damage, actual or alleged, to persons or property arising out of or resulting from negligent acts or omissions of the indemnifying party or its employees. Where the SBCSELPA or its employees are held liable for injuries to persons or property, each party's liability for contribution or indemnity for such injuries shall be determined by multiplying the judgment recovered or settlement paid by a percentage equal to the party's average daily attendance for the previous school year, using the figures for average daily attendance shown on the California Department of Education Annual Report of Attendance Forms J-18/19. In the event of liability imposed upon any entity created by this Agreement, for injury which is caused by the negligent or wrongful act or omission of any of the parties in the performance of this Agreement, the contribution of the party or parties not directly responsible for the negligent or wrongful act or omission shall be limited to One Hundred Dollars (\$100.00). The party or parties directly responsible for the negligent or wrongful acts or omission shall indemnify, defend, and hold all other parties harmless from any liability for personal injury or property damage arising out of the performance of this Agreement.

18. INSURANCE

Each party shall obtain public liability, property damage and worker's compensation insurance sufficient so that it may meet its potential liabilities hereunder. The Administrative Unit shall insure itself. The SBCSELPA JPA Board shall obtain public liability, property damage and worker's compensation insurance sufficient to insure itself from loss, liability or claims arising out of or in any way connected with this Agreement.

19. LIMITATIONS

It is understood and agreed that the Local Plan hereunder shall not exceed any applicable enrollment and service limitations.
If any party to this Agreement exceeds the funding allocations specified in the annual budget plan approved by the SBCSELPA as specified in Section 9 above, the resultant costs of such excess shall be borne by the LEA that exceeded such allocation.

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20. TERM

This Agreement becomes effective on the date of final approval of the SBCSELPA JPA Agreement, provided it has been approved by all parties choosing to participate, and it shall continue in effect until a majority of the participating parties have terminated membership in the manner provided by Section 21 of this Agreement.

21. TERMINATION OF MEMBERSHIP

A party may resign from membership in the SBCSELPA by notifying the SELPA JPA Board and the Superintendent of the County Schools Office in writing of its intention to do so at least one year prior to the proposed date of its resignation, as required by Education Code Section 56195.3 (b).

22. AMENDMENT

This Agreement may be amended, altered or supplemented at any time by a two-thirds vote of the participating district boards.

23. DISPOSITION OF PROPERTY AND FUNDS UPON TERMINATION

Upon termination, the property and funds of the SBCSELPA shall be distributed as follows:

- a. All property and funds shall be transferred to the new agency operating system.
- b. If no new agency exists, all property shall be distributed pursuant to an agreement reached by all parties to this Agreement at that time. If said parties cannot agree on distribution, said property shall, to the extent possible, be sold for cash, and said cash and the remaining unsaleable property shall be distributed to each of the parties in accordance with the respective contributions of each party to the cost of said property.
- c. After payment of all costs, expenses and charges incurred under the agreement, any monies in the possession of the SBCSELPA shall be returned to the parties in proportion to contributions made.

24. PARTIAL INVALIDITY

If any one or more of the terms, provisions, sections, promises, covenants or conditions of this Agreement shall to any extent be adjudged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, promises, provisions, sections, covenants and conditions of this Agreement shall not be affected thereby and shall be valid and enforceable to the fullest extent permitted by law.

25. ADOPTION AND EXECUTION

Each participating LEA shall become a party to this Agreement by virtue of its governing board's approval of the SBCSELPA JPA Agreement. Thereafter, this agreement may be executed by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy. The collection of such separately executed copies shall be treated as a single copy executed by all parties. Each party shall promptly transmit an executed copy of this document to the Administrative Unit.

26. SUCCESSORS

This Agreement shall be binding upon, and ensure to the benefit of, the successors of the parties.

**BYLAWS OF THE JOINT POWERS AGENCY BOARD OF THE
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

INTRODUCTION:

The Santa Barbara County SELPA Joint Powers Agency Board (SBCSELPA JPA Board) is the governing body of the Santa Barbara County Special Education Local Plan Area. The SBCSELPA JPA Board derives its powers from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office.

ARTICLE I: BOARD STRUCTURE

Section 1. Membership

The SBCSELPA JPA Board shall consist of eight voting members. The board shall be comprised of the County Superintendent of Schools and superintendents from a representative cross section of districts in Santa Barbara County as specified in the SELPA Joint Powers Agreement.

Section 2. Officers

The officers of the SBCSELPA JPA Board shall consist of a chairperson, vice-chairperson, and clerk who shall be elected from its voting members at the organizational meeting each year. The SBCSELPA Executive Director shall serve as secretary to the board.

a. Chairperson

The chairperson shall preside at all meetings of the SBCSELPA JPA Board and shall assume duties following the election. The chairperson shall have the same rights and privileges as other members of the board in voting, introducing motions and resolutions, and in discussing questions. The chairperson shall sign minutes, documents, and agreements when legally required to do so or as ordered by the board. If, for any reason, the chairperson resigns during his/her term of office, the vice-chairperson shall serve as the chairperson for the remainder of the former chairperson's term.

b. Vice-Chairperson

The vice-chairperson shall preside at all meetings where the chairperson is absent. While acting in this capacity, the vice-chairperson shall have all the powers and privileges of the chairperson. If, for any reason, the vice-chairperson resigns during his/her term of office, the clerk shall serve as the vice-chairperson for the remainder of the

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former vice-chairperson's term.

c. Clerk

The clerk shall act as presiding officer at all meetings where the chairperson and vice-chairperson are absent. While acting in this capacity, the clerk shall have all the powers and privileges of the chairperson. If, for any reason, the clerk resigns during his/her term of office, a new clerk shall be elected by the SBCSELPA Board to serve out the remainder of the former clerk's term.

d. Secretary to the Board

The secretary to the board shall provide an accurate record of all meetings of the SBCSELPA JPA Board. In addition, he/she shall handle the correspondence of the SBCSELPA JPA Board, distribute agendas and minutes, and perform other duties as delegated by the chairperson on behalf of the board.

e. Individual Members

Except as authorized by the SBCSELPA Board or by board bylaws, individual members of the SBCSELPA JPA Board have no power except as members of the SBCSELPA JPA Board acting at an official meeting.

ARTICLE II: MEETINGS OF THE SBCSELPA JPA BOARD

Section 1. Annual Organizational Meeting

The first meetings of each new fiscal year shall be designated as the annual organizational meeting of the SBCSELPA JPA Board.

Section 2. Regular Meetings

Regular meetings of the SBCSELPA JPA Board shall normally be held monthly during the months of September through June, beginning at 12:00 noon, at the same location where meetings of the County Superintendents take place. The date, time and location of regular board meetings will be confirmed annually by the September meeting of the board. The SBCSELPA JPA Board may change the date, time or location for holding regular meetings, as needed.

Section 3. Special Meetings

Special meetings of the SBCSELPA JPA Board shall be held whenever the chairperson or the majority of the members of the board shall call such a meeting; in which event, notice of such meeting shall be sent to each member and shall be received at least 24 hours before the time of the meeting as specified in the notice.

Section 4. Public Hearings

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A public hearing of the SELPA Annual Budget Plan shall be held annually prior to the adoption of the final Annual Budget Plan.

Other public hearings may be held by the board at its discretion or when legally required to do so.

Section 5. Closed Sessions

Closed sessions may be called, subject to the rules of the Brown Act, in conjunction with any regular or special meeting.

Section 6. Parliamentary Authority

Roberts Rules of Order (Revised) will normally be used by the JPA Board in conducting its business. Such rules are intended to apply to Board member deliberations and may not be invoked by other persons. Although Robert's Rules of Order can serve as a useful guide, the Board may use any procedures that allow it to conduct its meeting in an efficient, consistent manner.

ARTICLE III: BYLAWS

Section 1. Adoption of Bylaws

Rules (bylaws) necessary for the internal operation of the SBCSELPA JPA Board shall be formulated by the board. Bylaws may be proposed by any member of the SBCSELPA JPA Board or the SBCSELPA Executive Director as secretary to the board. Proposed bylaws shall be adopted upon a majority vote of all members of the SBCSELPA JPA Board at the second reading.

Section 2. Bylaw Amendments or Repeal

Bylaws shall be amended or repealed upon a majority of all SBCSELPA JPA board members at the second reading.

8000 Governance / 8100 Joint Powers Agency Board / 8101 Organization, Responsibilities and Powers of Joint Powers Agency Board -

The Joint Powers Agency Board is the governing body of the Santa Barbara County Special Education Local Plan Area and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office. The Board represents the district school boards and the superintendents in Santa Barbara County in the governance of the Santa Barbara County Special Education Local Plan Area.

It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county. All meetings of the Board are public and accessible to the disabled. Deliberations of the Board, except those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.

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The Board holds the SBCSELPA Executive Director responsible for the efficient administration of the Special Education Local Plan Area and the functions of the Joint Powers Agency.

Bylaws will be adopted for its own governance which are consistent herewith and within legal limits.

(EDUCATION CODE. 56205(b)(4))

8000 Governance / 8100 Joint Powers Agency Board / 8102 Public Participation at JPA Board Meetings -

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda and, during regular meetings, any item within the Board's jurisdiction.

Procedure for Those Wishing to Speak

Before the Board meeting begins, persons wishing to address the Board are requested, but not required, to fill out a "Request to Address the Board" form obtainable from the SELPA Administrative Secretary or from the table near the entrance to the meeting room. The form is to be filled out and returned to the SBCSELPA Executive Director or his/her secretary before the meeting begins. At the appropriate time, the Board Chairperson will call upon the persons requesting to speak.

Public Participation Procedures

In order to conduct business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. Every regular and special meeting agenda shall provide an opportunity for members of the public to address the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. (Education Code § 35145.5, Government Code § 54954.3) The Board may determine to take public comments either when agenda items are heard, or during the public comment section of the agenda, preceding the consideration of individual agenda items.
2. All regular meeting agendas shall provide an opportunity for members of the public to comment on matters not listed on the agenda, but within the subject matter jurisdiction of the Board. (Education Code § 35145.5, Government Code § 54954.3)
3. A person wishing to be heard by the Board shall first be recognized by the chairperson and shall then proceed to comment as briefly as the subject permits. Individual speakers will be allowed three minutes to speak on any item, or, if all public comments are taken together

before the Board takes up individual agenda items, a total of ten minutes to address the Board on all items will be normally allowed per speaker. The Board may limit the total time for public comment to 30 minutes. With Board consent, the chairperson may increase or decrease the total time allowed for public presentation, depending on the number of persons wishing to be heard. The chairperson may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

4. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. (Government Code § 54954.3) In addition, the Board may not prohibit public criticism of individual employees. However, whenever a member of the public initiates specific complaints or charges against an employee, the Board chairperson shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code § 54957.

5. The Board chairperson shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the right of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbance shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code § 54957.9)

6. Without taking action, Board members or SELPA staff may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board member or staff member may ask questions for clarification, make a brief announcement, or make a brief report on his/her own activities. Furthermore, the Board or a board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code § 54954.2)

7. Under Board Bylaws, Roberts Rules of Order (Revised) normally guides the conduct of Board meetings. Such rules are intended to apply to Board member deliberations and may not be invoked by other persons. Although Robert's Rules of Order can serve as a useful guide, the Board may use any procedures that allow it to conduct its meeting in an efficient, consistent manner.

Placing Items on The Board's Agenda

Members of the public are permitted to place matters on the Board's agenda that fall within its

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jurisdiction. Such requests shall be made in writing to the SBCSELPA Executive Director and shall specify the precise subject to be addressed. These matters shall be heard at the next convenient regular JPA Board meeting after the request is received, but not later than the second regular meeting. Upon receipt of a request to place a matter on the agenda, the SBCSELPA Executive Director, in conjunction with the Chairperson of the JPA Board, shall make the decision regarding whether the matter falls within the Board's jurisdiction. The request to place an item on the agenda may be declined if the item is repetitive, defamatory, superfluous, or otherwise improper. The SBCSELPA Executive Director and/or the Chairperson of the JPA Board may provide an alternative process to address certain matters, such as in the case of a complaint against a staff member. Normally, members of the public who place matters on the agenda will be allotted up to ten minutes to present their item, which may be extended at the discretion of the JPA Board Chairperson.

(EDUCATION CODE § 56205(b)(4))

8000 Governance / 8300 Dispute Resolution / 8301 Dispute Resolution Process -

In addressing disputes that may arise over the distribution of funding, the responsibility for service provision, and other governance activities specified in the Local Plan, the local education agencies that comprise the Santa Barbara County SELPA agree to make every effort to resolve disagreements at the lowest possible level.

In some instances, individual SELPA policies outline the process for resolving disputes that may arise regarding selected issues.

In circumstances where a system for resolving potential disputes is not specifically described in the relevant SELPA policy, the following steps shall be utilized to address the issue:

1. Any local education agency involved in a dispute may request the assistance of the SBCSELPA Executive Director acting in the role of a mediator to facilitate resolution of the matter.
2. If the matter cannot be resolved through informal discussions and agreements, an LEA representative may request that the issue be agendaized for consideration by a committee comprised of the special education administrators or business officials from districts in SBCSELPA, depending upon whether the subject of the dispute is primarily of a programmatic or fiscal nature.
3. If the issue cannot be resolved at an informal level by action of the a committee comprised of the special education administrators or business officials from districts in SBCSELPA, then the matter shall be agendaized for review and action by the SBCSELPA JPA Board, whose decision shall be final and binding upon the parties to the dispute.

(EDUCATION CODE 56205(b)(5))

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3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

8000 Governance / 8100 Joint Powers Agency Board / 8103 Adoption of Policies and Procedures -

The formulation and adoption of written policies and procedures shall constitute one method by which the Joint Powers Agency (JPA) Board shall exercise its leadership in the operation of the Santa Barbara County SELPA. In formulating policies, the JPA Board shall adopt general principles and statements of intent in the form of policies concerning the establishment and operation of the program and other matters within the duties and scope of responsibility of the JPA Board.

The SBCSELPA Executive Director shall recommend policies for adoption and recommend revisions of existing policies to the JPA Board. The adoption of policies shall be recorded in the minutes of the JPA Board.

A proposed policy shall be subject to adoption, revision, or deletion, upon a majority vote of all members of the JPA Board at the second of two meetings held not less than fourteen days apart and the call for which the proposed policy has been described in writing. All policies shall be considered adopted upon successful completion of the second reading. Policies may be adopted or amended at first reading when considered unanimously by those voting as an emergency measure. The JPA Board shall reappraise its policies periodically in view of the changing needs of the community and the students served by the SBCSELPA.
(EDUCATION CODE 56195.7(i))

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

The parties listed in Section 1 below mutually agree and promise as set forth in this Joint Powers Agreement:

1. PARTIES

The Boards of Education of:

- Adelante Charter School
- Ballard School District
- Blochman Union School District

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- Buellton Union School District
- Carpinteria Unified School District
- Cold Spring School District
- College School District
- Cuyama Joint Union School District
- Family Partnership Charter School
- Goleta Union School District
- Guadalupe Union School District
- Hope School District
- Lompoc Unified School District
- Los Olivos School District
- Manzanita Public Charter School
- Montecito Union School District
- Orcutt Union School District
- Santa Barbara Charter School
- Santa Barbara Unified School District
- Santa Maria Joint Union High School District
- Santa Maria-Bonita School District
- Santa Ynez Valley Union High School District
- Solvang School District
- Vista Del Mar Union School District
- Santa Barbara County Education Office

2. PURPOSE

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

3. AUTHORITY

This agreement is entered into pursuant to Education Code Section 56195.1(c) and Government Code Section 6500 and following, relating to the joint exercise of powers between public educational agencies identified herein and also those that may hereafter be accepted for membership herein.

4. ADMINISTRATION AND GOVERNANCE

a. The parties hereto hereby create the Santa Barbara County Special Education Local Plan Area (hereinafter SBCSELPA), which will be a separate public agency responsible for administering this agreement and the Local Plan.

b. The SBCSELPA shall be governed by the SBCSELPA JPA Board, which shall be comprised of eight voting members. The Board shall be comprised of the County Superintendent of Schools and superintendents of districts in Santa Barbara County and

selected as follows:

Five members from non-direct service districts shall be selected by the consensus of the LEA Superintendents, with two members representing non-direct service districts in south Santa Barbara County; two members representing non-direct service districts in North Santa Barbara County; and one member representing non-direct service districts in the Santa Ynez Valley Special Education Consortium.

One member from direct service districts shall be selected by the Superintendents' Council, representing direct service districts in both North and South Santa Barbara County.

One member from 9-12th grade high school districts shall be selected by the Superintendents' Council.

The County Superintendent of Schools shall continuously serve as an eighth member of the Board.

c. All district superintendent appointments to the Board shall be for two-year terms. Appointments to the Board shall expire on June 30.

d. Each voting member of the Board shall take and execute the oath of office prior to exercising any duties hereunder.

e. The Board shall annually elect a Chairperson, Vice-Chairperson and Clerk from its voting members. The SBCSELPA Executive Director shall serve as Secretary to the Board. The Chairperson and Vice-Chairperson shall serve at the pleasure of the Board until a successor is elected.

f. The Board shall develop and adopt bylaws which may be amended from time to time.

g. Regular meetings shall be held as determined by the Board and set forth in its bylaws. Such meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following) and provisions of the Education Code regarding school district governing board meetings (Education Code Sections 35140 and following). A majority of the voting membership of the Board shall constitute a quorum and a majority of the voting membership shall be necessary for action to be taken. Vacant positions shall be counted as part of the membership when determining whether a majority exists. If a member of the Board misses three consecutive board meetings, the District Superintendent's may opt to remove the Board member. When a member of the Board resigns, is removed, or otherwise vacates membership on the Board, a replacement member shall be appointed by consensus of the LEA Superintendents as prescribed in Section 4 of this agreement.

h. The fiscal year of the SBCSELPA shall run from July 1 through June 30.

5. AUDITING AND ACCOUNTING SERVICE

The Auditor/Controller of Santa Barbara County, the Santa Barbara County Superintendent of Schools and the Treasurer of Santa Barbara County shall perform the Auditor/Controller and Treasurer functions prescribed by Government Code Sections 6505 and 6505.5 in the same manner that they perform these functions for school districts. The approval of demands for which the County Superintendent of Schools shall draw warrants shall be performed in accordance with the policies and procedures adopted by the SBCSELPA JPA Board, subject to the review and approval of the County Superintendent of Schools, as required by Education Code Sections 42633 and following. There shall be strict accountability of all funds. All revenues and expenditures shall be reported to the

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SBCSELPA JPA Board.

6. POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

6.1 GENERAL

The SBCSELPA, through the SBCSELPA JPA Board, shall have the power and authority to exercise any power common to the public educational agencies which are parties to this agreement.

6.2 SPECIFIC

- a. To make and enter into contracts.
- b. To select, employ and dismiss agents or employees or to utilize the services of personnel of the parties when such services are offered by the parties.
- c. To acquire, construct, manage, maintain or operate any buildings, equipment or improvements.
- d. To acquire, hold or dispose of property, real and personal.
- e. To sue and be sued in its own name.
- f. To incur debts, liabilities or obligations.
- g. To apply for, accept, receive and disburse funds and grants from any agency of the United States of America, the State of California, or any other public agency.
- h. To invest any money in the Treasury pursuant to Government Code Section 6505.5 that is not required for the immediate activities of the SBCSELPA, as the SBCSELPA JPA Board determines is advisable, in the manner and on the same conditions as local agencies, pursuant to Government Code Section 53601.
- i. To adopt policies and bylaws governing the operations of the SBCSELPA as outlined in the Local Plan.
- j. To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provisions of law.
- k. To receive gifts, contributions and donations of property, funds, services and other forms of assistance from persons, firms, corporations, associations and any other governmental entity.
- l. To obtain insurance coverage.

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

The SBCSELPA shall employ a SBCSELPA Executive Director who shall be the Secretary to the SBCSELPA JPA Board and shall act as the Executive to the Board for all administrative functions. The SBCSELPA Executive Director and any other staff employed by the SBCSELPA shall be appointed by the SBCSELPA JPA Board.

The SBCSELPA Executive Director and any other employees shall be housed at the

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County Education Office or in other office space pursuant to SBCSELPA policy guidelines. The duties of the SBCSELPA Executive Director and other individuals employed by the SBCSELPA shall be stated in position descriptions which shall be formally approved by the SBCSELPA JPA Board. The SBCSELPA JPA Board may modify such position descriptions in whole or in part and at any time during the term of this Agreement.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon school districts in the exercise of such powers.

7. POWERS OF LOCAL EDUCATION AGENCIES

The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

2000 Administration / 2400 Community Advisory Committee -

2401 Formation of Community Advisory Committee -

A Community Advisory Committee shall be formed. Such committee shall serve in an advisory capacity.

(EDUCATION CODE SECTION 56190)

2402 Role and Purpose -

Primary Role: The primary role of the Community Advisory Committee (CAC) is to represent the needs and concerns of the parents, school personnel and community agencies regarding services for individuals with exceptional needs to the policy and administrative entity of the Santa Barbara County Special Education Local Plan Area (SBCSELPA). The SBCSELPA

JPA Board shall review and consider comments from the Community Advisory Committee.

Purpose: The purpose of the CAC is to stimulate and maintain the interest, participation, and the support of parents and community agencies in the development, and review of the Local Plan in the Santa Barbara County Special Education Local Plan Area.

Primary Responsibilities: The primary responsibilities of the CAC shall be:

1. To meet on a regular basis a minimum of four times per year in order to allow members of the community to present priority needs and concerns relative to operation of the Local Plan;
2. To establish annual priorities for CAC activities;
3. To recommend to the SBCSELPA JPA Board annual priorities related to the development, amendment, and review of the Local Plan;
4. To encourage community involvement in the development and review of the Local Plan;
5. To assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan;
6. To assist parents in awareness of importance of regular school attendance.
7. To support activities on behalf of individuals with exceptional needs;
8. To facilitate ongoing communication between school staff and parents.
9. To communicate CAC activities to regular and special educators, district boards and the constituents that the CAC members represent.
10. To organize parent education activities on the IEP process.

Implementation of Responsibilities:

All of the responsibilities of the CAC specified above are implemented through regularly scheduled meetings/events. Reports of CAC activities are forwarded to the SBCSELPA district administrators for their review.

(EDUCATION CODE SECTION 56194)

2403 Composition of Membership -

Beginning with the 2016-2017 school year, the Community Advisory Committee (CAC) shall consist of twenty-five members, distributed as follows:

1. Thirteen shall be parents or guardians of individuals with exceptional needs who are currently receiving services by a public education agency within the Santa Barbara County SELPA.
2. At least one of the thirteen parents/guardians shall also be a parent/guardian of an individual who is not currently receiving special education services by a public agency within the Santa Barbara County SELPA (SBCSELPA). This parent/guardian may also be a parent/guardian of an individual with exceptional needs.
3. Nine shall be special education certificated staff representing areas within the SBCSELPA similar to the SBCSELPA JPA Board broken down as follows:

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3 North County Representatives

3 South County Representatives

1 Santa Barbara County Education Office Representative

1 LEA Charter School Representative

1 Santa Ynez Valley Consortium Representative

4. At least one of the nine special education certificated staff shall possess a general education credential and/or has been a general education classroom teacher.

5. One shall be a professional representative of a community agency.

6. One shall be an adult or student who currently receives or who has previously received special education services by a public education agency within the SBCSELPA.

7. One shall be a special education administrator of a public agency within the SBCSELPA. A different special education administrator will be appointed to each meeting allowing the various districts an opportunity to be a part of the CAC.

8. Any member of the CAC whose primary language is not English may request an interpreter.

(EDUCATION CODE SECTION 56192)

2404 Appointment of Members -

The members of the Community Advisory Committee (CAC) shall be appointed as indicated below:

1. Each of the following thirteen local boards of education shall appoint one parent/guardian:

- Blochman Union School District
- Carpinteria Unified School District
- Goleta Union School District
- Guadalupe Union School District
- Hope School District
- LEA Charter Schools
 - Family Partnership Charter School
 - Manzanita Public Charter School
 - Santa Barbara Charter School
- Lompoc Unified School District
- Orcutt Union School District
- Santa Maria-Bonita School District

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- Santa Barbara County Education Office
 - Cold Spring School District
 - Cuyama Joint Unified School District
 - Montecito Union School District
 - Santa Barbara Unified School District
 - Santa Maria Joint Union High School District
 - Santa Ynez Valley Consortium, for the purpose of special education represents the following school districts:
 - Ballard School District
 - Buellton Union School District
 - College School District
 - Los Olivos School District
 - Solvang School District
 - Santa Ynez Valley Union High School District
 - Vista Del Mar Union School District
2. The Board of Education of any district within the Santa Barbara County SELPA (SBCSELPA) shall appoint one parent or guardian of an individual who is not currently receiving special education services by a public education agency within the SBCSELPA. This parent/guardian may also be a parent/guardian of an individual with exceptional needs.
3. The Board of Education of any district within the SBCSELPA shall appoint one classroom teacher who also possess a general education credential and/or has been a general education classroom teacher. The districts in SBCSELPA will rotate this position every two years.
4. One representative of a community agency shall be appointed by the SBCSELPA and approved by the SBCSELPA JPA Board.
5. One adult or student who currently receives or who has previously received special education services by a public education agency within the SBCSELPA shall be appointed by the SBCSELPA JPA Board.
6. Total membership: 13 parents, 9 professionals, 1 representative of a public agency, 1 adult or student who currently receives or who has previously received special education services, and 1 special education administrator.

(EDUCATION CODE SECTION 56191)

2405 Term of Appointment -

All members shall be appointed to annually staggered two-year terms to ensure that no more

than one half of the membership serves the first year of the term in any one year.

Terms shall commence on September 1 of the school year of appointment.

Any member who does not attend any three (3) consecutive meetings without a legitimate excuse shall be automatically dismissed from the committee and the appointing agency notified and asked to name a replacement.

(EDUCATION CODE SECTION 56191)

2406 Duties and Privileges -

All Community Advisory Committee members shall have the right to vote and hold office. Each member is entitled to cast one vote on each question considered by the committee. Voting by proxy or absentee ballot shall not be permitted.

2407 Officers and Minutes -

The officers of the Community Advisory Committee shall be one (1) Chairperson and one (1) Vice-Chairperson. The Special Education Local Plan Area Executive Director or designee shall be responsible for the recording of the minutes of all meetings.

2408 Election and Term of Office -

Officers shall be elected to a one-year term of office by secret ballot. Nominations shall be submitted at the first meeting of the school year, with the election occurring at the next meeting. No member shall be eligible to hold more than one office nor serve more than two consecutive terms in the same office. New officers shall take office at the first meeting after January 1.

2409 Vacancies -

A vacancy in any office shall be filled by a majority vote of members present at a regular meeting.

2410 Removal of Officers -

An officer may be considered for removal from office by placing the vote on the agenda of the next regular meeting of the CAC. A two-thirds vote of the members present at the meeting is required for passage of the recommendation for removal.

2411 Duties of Officers -

Chairperson: The Chairperson shall preside at all meetings of the Community Advisory Committee (CAC). The Chairperson shall appoint chairpersons and members of special committees, and shall perform such other duties as usually pertain to the office of Chairperson. The Chairperson shall be an ex-officio member of all committees.

Vice-Chairperson: The Vice-Chairperson shall serve as the presiding officer in the absence of the Chairperson, and shall perform such other duties as may be assigned by the Chairperson. The Vice-Chairperson shall be an ex-officio member of all committees.

2412 Regular Meetings -

The Special Education Local Plan Area SBCSELPA Executive Director or designee shall be responsible for calling meetings of the Community Advisory Committee at the request of the

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Chairperson. Regular meetings may be held during any calendar month. The Community Advisory Committee shall meet not less than twice a year, in the fall and in the spring.

2413 Special Meetings -

Special meetings may be called by the joint request of the Chairperson and Vice-Chairperson, or by the majority of members at a regular meeting.

2414 Notice of Meeting -

Regularly scheduled or special meetings of the Community Advisory Committee (CAC) shall be announced at least one week prior to the meeting date, with the public invited to attend. Such notices shall state the day, date, hour and location of the meeting. It is the responsibility of the Special Education Local Plan Area Executive Director or designee to announce notices of CAC meetings.

2415 Quorum -

The presence of nine (9) members at a meeting shall constitute a quorum. The Community Advisory Committee (CAC) shall transact business only if a quorum is present. Provided a quorum is in attendance, a majority vote shall constitute a decision of the CAC.

2416 Parliamentary Authority -

The CAC meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following)

2417 Creation of Committees -

The Community Advisory Committee (CAC) shall approve the creation or deletion of special committees of the CAC.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. The SBCSELPA Executive Director shall be responsible for the preparation of the Local Plan, including its review and updates.
- d. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office

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participating in the Local Plan.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

PURPOSE

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

ANNUAL BUDGET PLAN

In addition to the powers and responsibilities presented in above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.
- b. The Santa Barbara County SELPA Executive Director shall submit an annual budget plan to the Santa Barbara County SELPA JPA Board on the following calendar:
 - (1) Proposed Adopted Budget for review - May
 - (2) Proposed Adopted Budget approval - June
- c. The Santa Barbara County SELPA JPA Board is the entity that must develop, revise and approve all allocations of funds received by the SELPA.
- d. The SBCSELPA JPA Board shall review and approve or reject requests for an increase or decrease in regionalized services and regional program allocations, and allocate all other funds received by the SBCSELPA.
- e. Allocation revisions approved by the SBCSELPA shall be sent to each party to this Agreement by the SBCSELPA Executive Director within thirty (30) days after the revision

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has been approved by the Board.

- f. Written notice of the rejection of a request shall be sent to the originator of the request by the SBCSELPA Executive Director within thirty (30) days after receipt of the request.
- g. No request for modification to the annual budget plan shall be approved by the SBCSELPA JPA Board which results in an increase to the annual budget plan which may exceed any funding limitations.

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

- a. To make and enter into contracts.

POWERS OF LOCAL EDUCATION AGENCIES

The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.

8. FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies:
 - (1) Coordinated system of identification and assessment and development of uniform policies governing identification, referral and placement of individuals with exceptional needs.
 - (2) Coordinated system of procedural safeguards.
 - (3) Coordinated system of staff development and parent education including training members of the Community Advisory Committee.
 - (4) Coordinated system of curriculum development and alignment with the core curriculum.

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- (5) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism to include monitoring of performance goals and indicators.
- (6) Coordinated system of data collection and management information systems as needed to meet SBCSELPA requirements.
- (7) Coordination of interagency agreements and development of policies and procedures relating to the coordination with other local public agencies that serve the individuals with exceptional needs.
- (8) Coordination of services to medical facilities.
- (9) Coordination of services to individuals with exceptional needs placed in licensed children's institutions and foster family homes.
- (10) Coordination of services to individuals with exceptional needs placed in Juvenile Court Schools or County Community Schools.
- (11) Preparation and transmission of required special education local plan area reports.
- (12) Fiscal and logistical support of the Community Advisory Committee.
- (13) Coordination of transportation services for individuals with exceptional needs.
- (14) Coordination of career and vocational education and transition services.
- (15) Assurance of full educational opportunity.
- (16) Fiscal administration allocation and monitoring of state and federal funds pursuant to Education Code Section 56836 and 56841.
- (17) Allocation of program specialist funds for direct instructional program support that may be provided by program specialists in accordance with Education Code Section 56368.
- (18) Search/Serve services.
- (19) Special day classes, resource specialist programs, related services, and other special education instructional programs as agreed upon by the SBCSELPA and the particular Local Education Agencies involved.
- (20) Services for infants and preschoolers.
- (21) Provision of support for dispute resolution and due process, as requested. (Pg. 2-9 to 2-10)
- (22) Coordination and oversight of nonpublic school placements and oversight of nonpublic agency services.
- (23) Ensure equal access to all programs and services in the region.
- (24) Ensure an equitable provision of services to individuals with exceptional needs between the ages of 0 and 22.
- (25) Assist in the resolution of complaints and work cooperatively with districts/county office to correct identified problems.
- (26) Such other areas as the SBCSELPA JPA Board directs.

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10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

8000 Governance / 8100 Joint Powers Agency Board / 8101 Organization, Responsibilities and Powers of Joint Powers Agency Board +

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

8000 Governance / 8100 Joint Powers Agency Board / 8103 Adoption of Policies and Procedures -
 The formulation and adoption of written policies and procedures shall constitute one method by which the Joint Powers Agency Board shall exercise its leadership in the operation of the Santa Barbara County SELPA. In formulating policies, the Joint Powers Agency Board shall adopt general principles and statements of intent in the form of policies concerning the establishment and operation of the program and other matters within the duties and scope of responsibility of the JPA Board.

 The SBCSELPA Executive Director shall recommend policies for adoption and recommend revisions of existing policies to the JPA Board. The adoption of policies shall be recorded in the minutes of the JPA Board.

 A proposed policy shall be subject to adoption, revision, or deletion, upon a majority vote of all members of the JPA Board at the second of two meetings held not less than fourteen days apart and the call for which the proposed policy has been described in writing. All policies shall be considered adopted upon successful completion of the second reading. Policies may be adopted or amended at first reading when considered unanimously by those voting as an emergency measure. The JPA Board shall reappraise its policies periodically in view of the changing needs of the community and the students served by the SBCSELPA.
 (EDUCATION CODE 56195.7(i))

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

BYLAWS OF THE JOINT POWERS AGENCY BOARD OF THE SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

ARTICLE I: BOARD STRUCTURE

Section 1. Membership
 The SBCSELPA JPA Board shall consist of eight voting members. The board shall be

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comprised of the County Superintendent of Schools and superintendents from a representative cross section of districts in Santa Barbara County as specified in the SELPA Joint Powers Agreement.

8000 Governance / 8100 Joint Powers Agency Board / 8101 Organization, Responsibilities and Powers of Joint Powers Agency Board -

The Joint Powers Agency Board is the governing body of the Santa Barbara County Special Education Local Plan Area and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office. The Board represents the district school boards and the superintendents in Santa Barbara County in the governance of the Santa Barbara County Special Education Local Plan Area.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:
- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: *[EC 56205(a)(12)(D)(ii)(I)]*

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

6. POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

The SBCSELPA shall employ a SBCSELPA Executive Director who shall be the Secretary to the SBCSELPA JPA Board and shall act as the Executive to the Board for all administrative functions. The SBCSELPA Executive Director and any other staff employed by the SBCSELPA shall be appointed by the SBCSELPA JPA Board.

The SBCSELPA Executive Director and any other employees shall be housed at the County Education Office or in other office space pursuant to SBCSELPA policy guidelines. The duties of the SBCSELPA Executive Director and other individuals employed by the SBCSELPA shall be stated in position descriptions which shall be formally approved by the SBCSELPA JPA Board. The SBCSELPA JPA Board may modify such position descriptions in whole or in part and at any time during the term of this Agreement.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon school districts in the exercise of such powers.

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**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
EXECUTIVE DIRECTOR - POSITION DESCRIPTION**

DESCRIPTION OF POSITION:

The Director of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) will be responsible for the overall coordination and administrative support of special education and related services to all districts and the County Education Office. It will be the duty of the SBCSELPA Executive Director to ensure each student within the county equal access to appropriate special education programs and services regardless of district of residence, and to ensure compliance with federal and state laws and regulations.

DIRECTLY RESPONSIBLE TO:

The SBCSELPA Executive Director shall be directly responsible to and evaluated by the SBCSELPA Board.

MAJOR DUTIES AND RESPONSIBILITIES:

1. The SBCSELPA Director shall be directly responsible for supervision of staff employed by the SBCSELPA Board, including SBCSELPA Coordinator, and for overall management of the fiscal, personnel and program functions of the SBCSELPA Administrative Office.
2. The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following:
 - a. Oversight of the SBCSELPA comprehensive system for professional development aligned to member LEA/district Local Control Accountability Plans (LCAP).
 - b. Monitoring, review and evaluation of Member LEA/district special education programs, and oversight of regionalized programs and services
 - c. Oversight of data collection and operation of the Student Management Information System (SELPA-wide IEP database system)
 - d. Oversight of coordinated system of curriculum development and alignment with the core curriculum
 - e. Engaging in *Search and Serve* services
 - f. Coordination of vocational education/career education of SBCSELPA students
 - g. Preparation and transmission of required special education local plan area reports on behalf of member LEAs/districts

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- h. Preparation and transmission of required California Department of Education (CDE) Annual Performance and Budget Plan Annual Service Plan reports
- i. Assurance of a full continuum of educational opportunities for students with Individualized Education Plans (IEPs)
- j. Facilitation of resolution session and other support for member LEAs/districts for due process hearings upon request
- k. Coordination and oversight of of member LEA/district nonpublic school (NPS) residential treatment center (RTC) student placements that meet requirements for access to SBCSELPA shared funding
- l. Coordination and oversight of development of Interagency Agreements

3. The SBCSELPA Executive Director shall be responsible for the preparation of the Local Plan, including its review and updates.

4. The SBCSELPA Executive Director shall serve as Executive Secretary to the Board and shall be responsible for the preparation of minutes of meetings of the Board.

5. The SBCSELPA Executive Director shall be responsible for the preparation of the annual SBCSELPA budget and the development of the annual allocation plan of special education funds to member LEAs/districts.

6. The SBCSELPA Executive Director shall be responsible for coordinating the development of uniform policies and procedures relating to the operation and implementation of the Santa Barbara County Special Education Local Plan.

7. The SBCSELPA Executive Director shall be responsible for other duties as assigned by the SBCSELPA Board.

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
SBCSELPA COORDINATOR - POSITION DESCRIPTION**

DESCRIPTION OF POSITION:

The Coordinator of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) will be responsible for assisting the SBCSELPA Executive Director in the overall administrative support of special education and related services to all districts and the County Education Office. It will be the duty of the SBCSELPA Coordinator to assist the SBCSELPA Executive Director in assuring each student within the SBCSELPA has equal access to appropriate special education programs and services regardless of district of residence, and to ensure compliance with federal and state laws and regulations.

DIRECTLY RESPONSIBLE TO:

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The SBCSELPA Coordinator shall be directly responsible to the SBCSELPA Executive Director.

MAJOR DUTIES AND RESPONSIBILITIES:

1. Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall be responsible for the development and implementation of regionalized services in the area of comprehensive personnel development, program development, and program review.

2. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in managing the SELPA. Special emphasis will be given to facilitation of the Community Advisory Committee, standardization of procedures and quality control (in the areas of assessment, placement, and procedural due process), information dissemination, program development, supervision of SBCSELPA administered services, and other duties as assigned.

3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

- a. Implementation of the Local Plan
- b. Audiological services
- c. Ongoing program review
- d. Staff development
- e. Coordinate interagency agreements
- f. Coordinate and monitor the Resource Specialist Assessor Panel
- g. Coordinate the Behavioral Intervention Case Manager Assessor Panel
- h. Assist the SBCSELPA Executive Director in the management of the SELPA office
- i. Represent SBCSELPA on interagency committees
- j. Serve as Acting Director in the absence of SBCSELPA Executive Director
- k. Provide information to districts and staff.

4. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in the update and review of the Local Plan.

5. Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall serve as Executive Secretary to the Community Advisory Committee and be responsible for the preparation of agendas and minutes of meetings of the CAC.

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6. The SBCSELPA Coordinator shall be responsible for other duties as assigned by the SBCSELPA Executive Director.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

PURPOSE

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

ANNUAL BUDGET PLAN

In addition to the powers and responsibilities presented above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.
- b. The Santa Barbara County SELPA Executive Director shall submit an annual budget plan to the Santa Barbara County SELPA JPA Board on the following calendar:
 - (1) Proposed Adopted Budget for review - May
 - (2) Proposed Adopted Budget approval - June
- c. The Santa Barbara County SELPA JPA Board is the entity that must develop, revise and approve all allocations of funds received by the SELPA.
- d. The SBCSELPA JPA Board shall review and approve or reject requests for an increase or decrease in regionalized services and regional program allocations, and allocate all other funds received by the SBCSELPA.
- e. Allocation revisions approved by the SBCSELPA shall be sent to each party to this Agreement by the SBCSELPA Executive Director within thirty (30) days after the revision has been approved by the Board.
- f. Written notice of the rejection of a request shall be sent to the originator of the request by the SBCSELPA Executive Director within thirty (30) days after receipt of the request.
 - g. No request for modification to the annual budget plan shall be approved by the SBCSELPA JPA Board which results in an increase to the annual budget plan which may exceed any funding limitations. (Pg. 2-11 to 2-12)

3000 Business and Non-Instructional Operations / 3100 Income / 3101 Process for Distribution of State and Federal Funds -

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State and federal funds received by the Santa Barbara County SELPA for the provision of services to students with disabilities shall be distributed among the local education agencies that make up the SBCSELPA pursuant to the methodology contained in the SBCSELPA's AB 602 Special Education Fiscal Allocation Plan.

The SBCSELPA's Fiscal Allocation Plan shall be approved and amended as needed pursuant to the SBCSELPA policymaking process described in SBCSELPA Policy 8103, Adoption of Policies and Procedures.

(EDUCATION CODE SECTION 56195.7(i))

**** SEE LOCAL PLAN SECTION 9 - 3000 Business and Non-Instructional Operations / 3201 - 3218 - Budget Planning Process Policies**

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

6000 Special Education - Instruction / 6400 Implementation / 6401 Continuum of Program Options -

The Santa Barbara County Special Education Local Plan Area (SBCSELPA) which is made up of all the school districts in Santa Barbara County and the County Education Office will operate programs which will ensure a continuum of program options for all individuals with exceptional needs in the least restrictive environment. The operation of programs will utilize instructional personnel within the SBCSELPA or outside SBCSELPA that could include non-public agencies to offer the continuum in the most effective manner possible.

(EDUCATION CODE SECTION 56360)

6000 Special Education - Instruction / 6400 Implementation / 6402 Program and Service Options -

Individualized education program placement and service provision for ages 0 through 21 years, shall be based on the unique needs of the disabled pupil as identified by the Individualized Education Program (IEP) Team. The placement decision shall not be based upon the availability of services in the Local Plan Area.

The continuum of program options that may be provided shall include, but not necessarily be limited to, all of the following or any combination of the following:

1. Regular education programs consistent with subparagraph (a) of paragraph (5) of subsection (a) of Section 1412 of Title 20 of the United States Code and implementing regulations.
2. A resource specialist program pursuant to Section 56362.
3. Related Services pursuant to Section 56363.
4. Special classes pursuant to Section 56364.2.
5. Nonpublic, nonsectarian school services pursuant to Section 56365.
6. State special schools pursuant to Section 56367.

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7. Instruction in settings other than classrooms where specially designed instruction may occur.
8. Itinerant instruction in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or regulation.
9. Instruction using telecommunication, and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulation.

A district, SELPA or county office may contract with a hospital to provide related services. However, a district, SELPA or county office may not contract with a sectarian hospital for instructional services.

Coordination of services with other local public agencies which are funded to serve disabled individuals shall be the responsibility of the SBCSELPA. The SBCSELPA Executive Director may consult with local education agency (LEA) special education administrators and business officials from LEAs in SBCSELPA, as needed, to seek input regarding the coordination of services.

(EDUCATION CODE SECTIONS 56195.7(d), 56360, 56361, 56363, 56364, 56365, 56367)

6000 Special Education - Instruction / 6400 Implementation / 6403 Supplemental Program Options -

In addition to the Education Code-mandated continuum of program options listed in Santa Barbara County SELPA Policy, individual districts within the SBCSELPA may also provide special education services to students pursuant to an IEP in programs which may include the following:

1. Special Day Class with Full Inclusion

A Special Day Class may maintain pupils within the SDC caseload who are mainstreamed in general education for more than 50% of the instructional day. The IEP shall indicate the amount of time the pupil shall be served in the general education setting and the activities of the SDC teacher to support successful full inclusion.

2. SDC/Inclusion Support

An SDC teacher may maintain a caseload containing pupils with IEPs who are placed in general education classrooms for 100% of the instructional day, with the SDC inclusion teacher providing support to the general education teachers in curriculum modification, instructional strategies, assignment monitoring, and/or program coordination.

3. Embedded Special Day Class

A district may create embedded Special Day Classes by merging a complete SDC with a general education classroom. Team teaching shall be provided as long as the district assures that all IEP goals/objectives and services are addressed and that general education pupil's families have been fully informed regarding the program.

4. Learning Center Special Education Delivery Options

A district may elect to provide special education services via a Learning Center model

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provided the district assures that all IEP goals/objectives and services are met. The Learning Center concept assigns all pupils to age appropriate general education classrooms for appropriate activities such as the opening of school, appropriate instructional and non-instructional activities, special events, lunch, recess, field trips, and other activities as appropriate per each IEP. The Learning Center may include services previously provided via SDC, RSP and/or related services based on each district's defined Learning Center. Learning Centers may also include other categorical services, i.e., ELL/ELD, Title 1, GATE, general education services, and other district/school services.

5. Departmentalized Special Education Services

A district may provide departmentalized services, blending services between SDC teachers and RSP teachers, with the IEP specifying the total amount of special education services to be provided. Pupils may receive services from both SDC and RSP staff per the IEP. A case carrier for each student shall be assigned.

6. Small Group Instruction (SGI)

A district may provide services to pupils in special education in small group settings utilizing appropriately credentialed special education staff.

6000 Special Education - Instruction / 6400 Implementation / 6404 Development of Different Resource Options -

When educational services needed by individual with exceptional needs are not available in the Santa Barbara County Special Education Local Plan Area, the Administrative Unit shall assist the district or County Education Office in developing or locating the needed services or contracting with appropriate public or private agencies.

6000 Special Education - Instruction / 6400 Implementation / 6405 Entities Responsible for Program Operation -

Nondirect service school districts will operate programs for individuals with disabilities residing within their district with the following exceptions:

1. The County Education Office will operate infant programs for individuals with disabilities who are within the age range of birth to 3 years and who are eligible for special education.
2. The County Education Office will operate preschool special education programs for individuals with disabilities who are enrolled in preschool programs except for:
 - a. District operated regional programs of low incidence disabilities such as hearing impaired, visually impaired, etc.
 - b. District operated preschool special education programs for individuals with disabilities.

The expectation is that children will enter kindergarten if they are 4.9 years of age as of September 1.

3. Individuals with disabilities who are retained in preschool through the recommendation of the IEP Team (which must include an administrative representative from both the County Education Office and the child's district of residence) shall continue to receive necessary

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special education services from the County Education Office.

All preschool students shall transition to an appropriate kindergarten program by the student's sixth birthday in order to meet California Compulsory Education Laws.

4. Preschool individuals with an IEP who reside in districts that comprise the Santa Barbara County SELPA (SBCSELPA) may, upon parent request due to employment related reasons, receive preschool special education services in a like program offered as FAPE in the IEP from the County Education Office and district where regional program is operated on a space available basis in regions of the SBCSELPA other than the region where services would normally be provided. In cases where preschool intra-SELPA placements are at parent request rather than pursuant to a recommendation of the IEP Team, transportation for the child shall be the responsibility of the parent.

School age regional program students who reside in districts that comprise the SBCSELPA may, upon parent written request to and approval from the SBCSELPA Executive Director, attend and receive special education services in a like regional program located in a region other than the region where the services would be provided on a space available basis due to parent employment reasons. The SBCSELPA Executive Director will meet with the LEA special education administrator and regional program operators from both regions to discuss the request to ensure the request is appropriate and feasible. The SBCSELPA Executive Director's final decision will be provided to the parent in writing within 30 days from the request unless the request is received when school is not in session pending JPA Board approval. If the request is received when school is not in session, then the final decision will be provided to the parent by September 15th. Each intra-SELPA transfer will granted for one year only and a new request must be submitted annually. In cases where the intra-SELPA placement is at parent request rather than pursuant to a recommendation of the IEP Team, transportation for the child shall be the responsibility of the parent. All costs associate with the program, with the exception of transportation, shall be funded as per SBCSELPA Local Plan Policy 3204.

5. Preschool individuals with disabilities whose parents reside outside the boundaries of the SBCSELPA may receive preschool special education services provided by the County Education Office with the consent of the child's district of residence on a space available basis. Any excess costs of special education services received by such individuals shall be billed to the child's district of residence.

6. The County Education Office will operate programs for individuals in direct service districts where programs are not available for such pupils in nondirect service districts.

The governing board of the County Education Office or any district within the SBCSELPA may provide for the education of individual pupils in special education programs maintained by other districts or counties, and may include within the special education program pupils who reside in other districts or counties.

(EDUCATION CODE 56195.5(b))

6000 Special Education - Instruction / 6400 Implementation / 6406 Responsibility in Individualized Education Program Implementation -

The individuals responsible for implementing the Individualized Education Program (IEP) at the site level shall ensure a direct correlation between Individualized Education Program (IEP)

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goals and objectives and instructional practices. Ongoing communication/coordination of instruction and curriculum between all implementers of IEPs shall be developed and maintained.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

3000 Business and Non-Instructional Operations / 3200 Budget Planning -
3201 SELPA Budget -
The SBCSELPA Executive Director is responsible for the Santa Barbara County SELPA's budget planning process.
The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding the budget planning process. The SBCSELPA Executive Director shall report his/her recommendations to include those provided from districts and/or the community to the JPA Board.
3202 Procedures for Making Changes in Budgeting -
The SBCSELPA Executive Director shall be responsible for making changes in budgetary allocations.
The SBCSELPA Executive Director may recommend budgetary allocation changes to the JPA Board for approval as deemed necessary. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA to seek input regarding such changes.
3203 Review of Annual Budget Plan for Subsequent Year -
By June 30th of each year, the SBCSELPA Executive Director shall review the proposed Annual Budget Plan and shall submit recommendations to the JPA Board. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such recommendations.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

6000 Special Education - Instruction / 6400 Implementation / 6401 Continuum of Program Options -
The Santa Barbara County Special Education Local Plan Area (SBCSELPA) which is made up of all the school districts in Santa Barbara County and the County Education Office will operate programs which will ensure a continuum of program options for all individuals with exceptional needs in the least restrictive environment. The operation of programs will utilize

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instructional personnel within the SBCSELPA or outside SBCSELPA that could include non-public agencies to offer the continuum in the most effective manner possible.
(EDUCATION CODE SECTION 56360)

6000 Special Education - Instruction / 6400 Implementation / 6425 Least Restrictive Environment -

To the maximum extent appropriate, children with disabilities, including those public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily.

Special education programs, to the maximum extent appropriate to student's needs, are housed on regular school campuses and dispersed throughout the district.

Programs for students with severe disabilities shall be located in age-appropriate, non-segregated, school settings to the maximum extent possible.

The physical location of the program is intended to facilitate continuing social interaction with students without disabilities.

Long-range plans and commitments for physical housing on regular school campuses are made in order to avoid frequent and disruptive program relocations.

Through long-range commitments for physical housing on regular school campuses, individuals with exceptional needs are afforded opportunities to develop and maintain continuing relationships with nondisabled peers.

6000 Special Education - Instruction / 6400 Implementation / 6426 Least Restrictive Delivery Systems -

The Santa Barbara County SELPA will provide a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment.

The IEP team shall determine the extent to which an individual with exceptional needs participates in regular education with students without disabilities. The determination of appropriate program placement, related services needed, and curriculum modifications is made by the IEP Team based upon the unique needs of the disabled student rather than the label describing the disabling condition or the availability of programs. Individuals with exceptional needs are offered programs as identified on the IEP which promote maximum interaction with the general school population in a manner which is appropriate to the needs of both. (EC Section 56001(g)).

Program and service alternatives considered by the IEP Team will be documented on the IEP.

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As each service alternative is considered by the IEP Team, significant consideration will be given to the pupil's opportunity to interact with age appropriate regular education peers as well as meeting the educational needs of the pupil. It will be the responsibility of the IEP team to determine the appropriate balance between special services and the regular program. Individuals with exceptional needs shall be grouped for instructional purposes according to their instructional needs (Ed. Code 56031).

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC

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Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

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7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s)

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(district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

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14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities

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except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

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21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending

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school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function."

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:	SBCSELPA Local Plan
Document Location:	SBCSELPA Office - Pgs. 2-9, 3-2, 3-3
Description:	<p>JOINT EXERCISE OF POWERS AGREEMENT SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA</p> <p>POWERS OF LOCAL EDUCATION AGENCIES The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.</p> <p>FUNCTIONS OF THE SBCSELPA The SBCSELPA shall be responsible for the following: a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs. b. Coordinate the special education local plan area and implementation of the local plan.</p> <p>SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION</p> <p>MAJOR DUTIES AND RESPONSIBILITIES:</p>

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The SBCSELPA Executive Director shall be responsible for coordinating the development of uniform policies and procedures relating to the operation and implementation of the Santa Barbara County Special Education Local Plan.

SBCSELPA COORDINATOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

a. Implementation of the Local Plan

2. Coordinated system of identification and assessment:

Document Title:

SBCSELPA Local Plan

Document Location:

SBCSELPA Office -
Pgs. 2-9, 4-1, 5-1 to 5-2

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

a. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of identification and assessment and development of uniform policies governing identification, referral and placement of individuals with exceptional needs.

6000 Special Education – Instruction / 6100 Identification and Referral / 6101 Continuous Child Find Notice –
Each district in the Local Plan Area and the County Education Office shall adopt uniform procedures for actively and systematically seeking

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Description:

out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs who reside in the district or are under the jurisdiction of the County Education Office. The child find requirement extends to children enrolled in private schools, including parochial schools, children who are homeless, children who are migrant, and children who are wards of the state.

For early childhood programs, children 0 to 5 in age will be sought out in environments such as the following: neonatal intensive care units, hospitals, Head Start programs and other public or private preschools. (EDUCATION CODE SECTION 56205(a) and 56301)

6000 Special Education – Instruction / 6200 Assessment / 6201 Entities Responsible for Assessment –

Each nondirect service district shall be responsible for the assessment of referred school-aged pupils who reside in their district. The County Education Office will be responsible for the assessment of referred students residing in direct service districts. Each nondirect service district and the County Education Office will develop assessment procedures consistent with federal and state laws and regulations and shall employ appropriate personnel to conduct such assessments.

6000 Special Education – Instruction / 6200 Assessment / 6202 Responsibility for Assessment of Pupils Referred for Special Education – Pupils referred for Special Education within Santa Barbara County shall be assessed as follows:

(1) Individuals referred within the ages of birth to 3 years are the responsibility of the County Education Office.

(2) Assessment of individuals referred within the ages of 3 to 4.9 years shall be the responsibility of the County Education Office or the district of residence if they operate pre K programs for students with individualized education plans (IEPs) and "speech only" referrals which may be conducted by the district of residence or as agreed between the County Education Office and districts.

(3) For those referrals where the expertise of assessment of a suspected disability exists with personnel in District operated programs, these District personnel shall be included in the assessment of the referred individual. Preschool children are to be reassessed prior to transitioning from a preschool program to kindergarten or first grade and monitored to determine a continuing need for special education.

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- (4) Within the ages of 3 to 21, individuals referred who attend private schools (other than LCIs or certified non-public schools) shall be assessed by the district where the private school is located.
- (5) Individuals referred who reside in foster family homes or in group homes defined as licensed children's institutions are the responsibility of the non-direct service district in which the individual resides or the County Education Office if the individual resides in a direct service district of Santa Barbara County, except as covered in items 1, 2 and 3 above.
- (6) Assessment of referred individuals who have been placed in a Juvenile Court facility are the responsibility of the District of Residence in collaboration with the Santa Barbara County Education Office.
- (7) Individuals attending public school programs while residing in LCIs become the responsibility of the District or County Education Office operating the program the individual attends.

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

PROCEDURAL SAFEGUARDS (20 U.S.C. § 1412 (a)(6))
It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:
a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.

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Description:

b. Coordinate the special education local plan area and implementation of the local plan.

c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of procedural safeguards.

6000 Special Education – Instruction / 6400 Implementation / 6434 Procedural Safeguards –

The districts and the County Education Office that comprise the Santa Barbara County SELPA shall assure the establishment and maintenance of all procedural safeguards under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 and following) as well as those pursuant to Chapter 5 of the Education Code (commencing with Section 56500).

At each Individualized Education Program meeting, the responsible administrator or administrative designee shall inform the parent and pupil of the federal and state procedural safeguards that were provided in the notice of parent rights pursuant to Education Code Section 56321.

The rights and protections afforded to individuals with exceptional needs and their parents include, but are not limited to, the following:

1. The right to initiate a referral of a child for special education services
2. The right to obtain an independent educational assessment
3. The right to participate in the development of the Individualized Education Program and to be informed of the availability of a free appropriate public education under state and federal law
4. The right and opportunity to examine all school records of the child and to receive copies upon request
5. The right to an expeditious resolution of complaints regarding any alleged violations of the Individuals with Disabilities Education Act
6. The right to a fair and impartial administrative hearing at the state level.

(EDUCATION CODE 56195.8(b)(3), 56205(a))

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4. Coordinated system of staff development and parent and guardian education:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 2-9, 3-3, 15-1, 3-18 to 3-19

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of staff development and parent education including training members of the Community Advisory Committee

SBCSELPA COORDINATOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

Staff development

4000 Personnel / 4200 Personnel Professional Development / 4201 Personnel Professional Development –
The Santa Barbara County SELPA will work with districts and the County Education office to make provisions for a continuous staff development program for all teachers serving ages 0 through 21

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Description:

including special education and general education staff, parents, administrators and other appropriate individuals and community agencies.
(EDUCATION CODE 56240-56243)

2000 Administration / 2400 Community Advisory Committee / 2402 Role and Purpose –
Primary Role: The primary role of the Community Advisory Committee (CAC) is to represent the needs and concerns of the parents, school personnel and community agencies regarding services for individuals with exceptional needs to the policy and administrative entity of the Santa Barbara County Special Education Local Plan Area (SBCSELPA). The SBCSELPA JPA Board shall review and consider comments from the Community Advisory Committee.

Purpose: The purpose of the CAC is to stimulate and maintain the interest, participation, and the support of parents and community agencies in the development, and review of the Local Plan in the Santa Barbara County Special Education Local Plan Area.

Primary Responsibilities: The primary responsibilities of the CAC shall be:

1. To meet on a regular basis a minimum of four times per year in order to allow members of the community to present priority needs and concerns relative to operation of the Local Plan;
2. To establish annual priorities for CAC activities;
3. To recommend to the SBCSELPA JPA Board annual priorities related to the development, amendment, and review of the Local Plan;
4. To encourage community involvement in the development and review of the Local Plan;
5. To assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan;
6. To assist parents in awareness of importance of regular school attendance.
7. To support activities on behalf of individuals with exceptional needs;
8. To facilitate ongoing communication between school staff and

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parents.

9. To communicate CAC activities to regular and special educators, district boards and the constituents that the CAC members represent.

10. To organize parent education activities on the IEP process.

Implementation of Responsibilities:

All of the responsibilities of the CAC specified above are implemented through regularly scheduled meetings/events. Reports of CAC activities are forwarded to the SBCSELPA district administrators for their review.

(EDUCATION CODE SECTION 56194)

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 2-9, 3-1, 7-41, 7-4, 7-33

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of curriculum development and alignment with the core curriculum.

SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION

SELPA Santa Barbara County

Fiscal Year 2023-24

MAJOR DUTIES AND RESPONSIBILITIES:

1. The SBCSELPA Director shall be directly responsible for supervision of staff employed by the SBCSELPA Board, including SBCSELPA Coordinator, and for overall management of the fiscal, personnel and program functions of the SBCSELPA Administrative Office.

2. The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following:

a. Oversight of the SBCSELPA comprehensive system for professional development aligned to member LEA/district Local Control Accountability Plans (LCAP).

b. Monitoring, review and evaluation of Member LEA/district special education programs, and oversight of regionalized programs and services

c. Oversight of data collection and operation of the Special Education Management System (SELPA-wide IEP database system). The system used is the SELPA Information Records Analytic Support (SIRAS).

d. Oversight of coordinated system of curriculum development and alignment with the core curriculum

6000 Special Education – Instruction / 6400 Implementation / 6432 Participation of Students who Require Special Education in the California Reading Initiative –

The local education agencies that comprise the Santa Barbara County SELPA shall ensure that students who require special education will participate in the California Reading Initiative.

Description:

Special education instructional personnel will participate in staff development inservice opportunities in the area of literacy that include:

1. Information about current literacy and learning research

2. State-adopted standards and frameworks

3. Increased participation of students with disabilities in statewide student assessments

4. Research-based instructional strategies for teaching reading to a wide

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range of diverse learners in order to increase the percentage of children with disabilities who are literate.

The local education agencies that comprise the Santa Barbara County SELPA shall also ensure that students with disabilities will have full access to all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks and instructional materials and support in order that students with disabilities attain higher standards in reading.

(STATE BOARD REQUIREMENT)

6000 Special Education – Instruction / 6400 Implementation / 6403 Supplemental Program Options –

In addition to the Education Code-mandated continuum of program options listed in Santa Barbara County SELPA Policy, individual districts within the SBCSELPA may also provide special education services to students pursuant to an IEP in programs which may include the following:

2. SDC/Inclusion Support

An SDC teacher may maintain a caseload containing pupils with IEPs who are placed in general education classrooms for 100% of the instructional day, with the SDC inclusion teacher providing support to the general education teachers in curriculum modification, instructional strategies, assignment monitoring, and/or program coordination.

6000 Special Education – Instruction / 6400 Implementation / 6426 Least Restrictive Delivery Systems –

The Santa Barbara County SELPA will provide a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment.

The IEP team shall determine the extent to which an individual with exceptional needs participates in regular education with students without disabilities. The determination of appropriate program placement, related services needed, and curriculum modifications is made by the IEP Team based upon the unique needs of the disabled student rather than the label describing the disabling condition or the availability of programs. Individuals with exceptional needs are offered programs as identified on the IEP which promote maximum interaction with the general school population in a manner which is appropriate to the needs of both. (EC Section 56001(g)).

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6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 2-9, 3-3

Description:

JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA

8. FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism to include monitoring of performance goals and indicators.

SBCSELPA COORDINATOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

- 1. Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall be responsible for the development and implementation of regionalized services in the area of comprehensive personnel development, program development, and program review.
- 2. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in managing the SELPA. Special emphasis will be given to facilitation of the Community Advisory Committee, standardization of procedures and quality control (in the areas of assessment, placement, and procedural due process), information dissemination, program

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development, supervision of SBCSELPA administered services, and other duties as assigned.

3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

- a. Implementation of the Local Plan
- b. Special Education Self Review (SESR)
- c. Audiological services
- d. Ongoing program review

7. Coordinated system of data collection and management:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pg. 2-9

Description:

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of data collection and management information systems as needed to meet SBCSELPA requirements.

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8. Coordination of interagency agreements:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 2-9, 1-5, 2-2, 3-2, 3-3, 7-44

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SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
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FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

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SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

INTERAGENCY (20 U.S.C. § 1412 (a)(12))
It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA
GOVERNANCE STRUCTURE

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Description:

WHAT ARE THE RESPONSIBILITIES OF THE SELPA?
The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:
The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following: Coordination and oversight of development of Interagency Agreements.

SBCSELPA COORDINATOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:
3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

Coordinate interagency agreements

6000 Special Education – Instruction / 6400 Implementation / 6435 Interagency/Memorandum of Understanding Agreements –
The Santa Barbara County SELPA Executive Director in consultation with an ad hoc committee will establish, maintain and revise as necessary the agreements with the following local public agencies:

1. California Children Services
2. Tri-Counties Regional Center

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3. Department of Rehabilitation

4. Community Action Commission, Head Start

5. Tri-Counties Regional Center, Part C

All interagency/ memorandum of understanding agreements shall be approved by the JPA Board.

Other interagency/memorandum of understanding agreements may be established as deemed necessary.

9. Coordination of services to medical facilities:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 2-9, 13-15, 6-2, 7-38

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
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- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of services to medical facilities.

3000 Business and Non-Instructional Operations / 3700 Facilities / 3702 Medical Therapy Units and Satellite Facilities –
School districts and the County Education Office shall, on behalf of the SBCSELPA, provide facilities for Medical Therapy Units in accordance with the provisions of Government Code 7575(d), the existing State

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Description:

Interagency Agreement between the California Department of Education, Division of Special Education and the State Department of Health Services, California Children Services, and the local Interagency Agreement between the Special Education Local Plan Area and the Santa Barbara County Health Care Services, and California Children Services. Operation, space, and equipment costs of Medical Therapy Units shall be included in the Administrative and Support Budget of the SBCSELPA.

Satellite facilities may be operated at the discretion of a local school district or group of school districts when there are a sufficient number of CCS eligible children for CCS to provide therapy services in a satellite program. In such cases, the SBCSELPA Executive Director shall provide coordination between the district(s) and CCS in establishing the satellite.

If a CCS satellite facility is established at the discretion of a local district or group of districts, then the local district(s) shall be responsible for all costs of operation of such a satellite facility.

If a satellite facility is established based upon identified need with the agreement of both the SBCSELPA, through JPA Board approval, and California Children Services, then the operation, space, and equipment costs of such a satellite shall be included in the Administrative and Support Budget of the SBCSELPA.
(G.C. 7575(d))

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program / 6302 Responsibility of Individualized Education Program Teams –
District or County Education Office Individualized Education Program (IEP) Teams will make placement recommendations for programs operated within their district of responsibility, except as follows:
1. Special education services for eligible students placed in public hospitals, proprietary hospitals and other residential medical facilities shall be provided by the school district in which the facility is located.

6000 Special Education – Instruction / 6400 Implementation / 6429 Services for Individuals with Exceptional Needs Placed in Public Hospitals, Proprietary Hospitals, and Other Residential Medical Facilities –
Educational services for individuals with exceptional needs placed in public hospitals, proprietary hospitals, and other residential medical facilities shall be provided to eligible pupils by the school district in which

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SELPA Santa Barbara County

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the hospital is located. If the hospital is located within the boundaries of a direct service district, the educational services shall be provided by the Santa Barbara County Education Office.
(EDUCATION CODE 56195.7(e))

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 2-9, 4-3 to 4-4, 5-2, 6-2, 7-39, 9-28

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
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- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of services to individuals with exceptional needs placed in licensed children’s institutions and foster family homes.

6000 Special Education – Instruction / 6100 Identification and Referral / 6103 Appointment of Surrogate Parents –
The local education agencies that make up the Santa Barbara County SELPA shall ensure that a surrogate parent is appointed to represent an individual with disabilities or pupil suspected of meeting eligibility requirements as an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the Individualized Education Program and in other matters relating to the provision of a FAPE.

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It will be the responsibility of each district to conduct a reasonable search for all parents who retain educational rights over their children. In the event that they cannot be located, a reasonable search will be deemed to have been conducted when the district has sent one letter to the last known address and has made a follow-up phone call.

Each local education agency in the Santa Barbara County SELPA will be responsible for appointing a surrogate whenever the whereabouts of the parents or guardian of the child are not known or available or the child is a ward of the state. Status of students already enrolled will be determined by the district of attendance. "New" incoming students' status will be determined by the district of residence.

A local education agency shall make reasonable efforts to ensure the appointment of a surrogate parent not more than 30 days after the LEA determines that a child needs a surrogate parent.

The surrogate parent may provide any written consent related to the individualized education program as well as to non-emergency medical services, mental health services, and occupational and physical therapy services to be provided pursuant to Chapter 26.5 of the Government Code.

In addition to being free of a conflict of interest, surrogate parents will have received training in confidentiality and parent rights as they pertain to protecting the interests to the child.

In making surrogate parent appointments the district shall select as a first preference a relative caretaker, foster parent of the child or court appointed special advocate.

Surrogate parents will be recruited and selected by each district. Persons selected as surrogate parents must:

1. Have no interest which conflicts with the interests of the child he/she represents;
2. Have knowledge and skills that insure adequate representation of the child;
3. Not be an employee of a public agency that is involved in the education or care of the child;
4. Be willing to commit time and energy in preparation for IEP meetings;

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5. Be culturally sensitive to the child they are representing.

The Santa Barbara County SELPA will train surrogate parents and administer a post-test at the end of the training. The training will include the following:

- The IEP process
- Special Education Law
- An overview of different disabling conditions
- Curriculum issues
- Confidentiality issues

A surrogate parent's term of appointment will be for 1 year. The district will be responsible for monitoring the surrogate parent and determining if the term of appointment should be renewed.

A surrogate parent's appointment will be automatically terminated for the following reasons: conflict of interest, a student is no longer eligible for special education, student reaches the age of majority, surrogate fails to adequately perform duties, or the parent is located.
(EDUCATION CODE 56050)

6000 Special Education – Instruction / 6200 Assessment / 6202
Responsibility for Assessment of Pupils Referred for Special Education – Pupils referred for Special Education within Santa Barbara County shall be assessed as follows:

- (1) Individuals referred within the ages of birth to 3 years are the responsibility of the County Education Office.
- (2) Assessment of individuals referred within the ages of 3 to 4.9 years shall be the responsibility of the County Education Office or the district of residence if they operate pre K programs for students with individualized education plans (IEPs) and "speech only" referrals which may be conducted by the district of residence or as agreed between the County Education Office and districts.
- (3) For those referrals where the expertise of assessment of a suspected disability exists with personnel in District operated programs, these District personnel shall be included in the assessment of the referred individual. Preschool children are to be reassessed prior to transitioning from a preschool program to kindergarten or first grade and monitored to determine a continuing need for special education.

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(4) Within the ages of 3 to 21, individuals referred who attend private schools (other than LCIs or certified non-public schools) shall be assessed by the district where the private school is located.

(5) Individuals referred who reside in foster family homes or in group homes defined as licensed children's institutions are the responsibility of the non-direct service district in which the individual resides or the County Education Office if the individual resides in a direct service district of Santa Barbara County, except as covered in items 1, 2 and 3 above.

(6) Assessment of referred individuals who have been placed in a Juvenile Court facility are the responsibility of the District of Residence in collaboration with the Santa Barbara County Education Office.

(7) Individuals attending public school programs while residing in LCIs become the responsibility of the District or County Education Office operating the program the individual attends.

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program / 6302 Responsibility of Individualized Education Program Teams –

District or County Education Office Individualized Education Program (IEP) Teams will make placement recommendations for programs operated within their district of responsibility, except as follows:

1. Individuals with exceptional needs who are within the age range of birth to 3 years and who are enrolled, or may be enrolled, in special education programs in public schools within the boundaries of the Santa Barbara County SELPA are the responsibility of the County Education Office IEP Teams, except when a district chooses to operate appropriate programs which may meet the needs of the student.

2. County Education Office IEP Teams will be responsible for all referrals of individuals who are within the age range of 3 to 4.9 years, except for those referrals for special education services where districts operate programs which appear to meet the needs of the suspected disability of the referred individuals. In the latter cases, the district administrator and specialist shall be invited to the IEP Team meeting to assist in the determination of need, frequency and/or duration of service.

3. Individuals with exceptional needs residing in foster family homes and in group homes defined as LCIs are the responsibility of the IEP Team of the nondirect service district in which the individual resides and of the

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IEP Team of the County Education Office for direct service districts if the individual resides in a direct service district of Santa Barbara County.

4. Individuals with exceptional needs ages 18 to 22 years old residing in foster family homes and in group homes defined as LCIs are the responsibility of the district where they reached the age of majority or the district of residence of their conservator (if conserved). The district of responsibility may contact the district where the LCI is located to determine if they are able and willing to serve the student. All costs associated with the placement shall be the fiscal responsibility of the district where the student reached the age of majority or where the conservator resides (if the student is conserved).

6000 Special Education – Instruction / 6400 Implementation / 6430 Licensed Childrens Institutions and Foster Family Homes –
The Santa Barbara County SELPA (SBCSELPA) shall assure the provision of appropriate education to individuals with exceptional needs residing in LCI's and Foster Family Homes located in Santa Barbara County.

Children residing in Licensed Childrens Institutions and foster homes located in the SBCSELPA have available to them the full continuum of services which is available to any other child whose district of residence falls within the geographic boundaries of Santa Barbara County. Access to these services will be achieved in the same manner as required for all other children eligible to receive services in the SBCSELPA.
(EDUCATION CODE 56195.7(f))

3000 Business and Non-Instructional Operation / 3200 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan
(Continued) –

- Student is assigned to an ed specialist (SPED teacher) for more than 50% of the day either in pull out or general education setting receiving SAI (CASEMIS Code 330)
- Student is assigned a 1:1 assistant for more than 50% of the day (CASEMIS Code 340 or 350)
- Student is assigned an NPA service for 20 hours or more weekly (CASEMIS Code 400)

Reimbursable costs associated with students with a high level of needs who are attending LEA special day class (SDC) shall be calculated annually as per the following funding formula:

- LEAs will receive LCI funding based on their total percentage of students with high needs attending LCI SDC compared to the total ADA of students with a high level of needs attending LCI SDC in the

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- Transportation costs will not be reimbursable through SBCSELPA and shall be offset by pupil ADA collected by the LEA.

The annual billing period will be June 1st – May 31st. The overlap in school years will allow LEAs to submit their final billing each year by June 30th of the current year.

Note that Individuals with exceptional needs ages 18 to 22 years old residing in foster family homes and in group homes defined as LCIs are the fiscal responsibility of the district where they reached the age of majority or the district of residence of their conservator (if conserved). The district of responsibility may contact the district where the LCI is located to determine if they are able and willing to serve the student. All costs associated with the placement shall be the fiscal responsibility of the district where the student reached the age of majority or where the conservator resides (if the student is conserved) and are not reimbursable out of SBCSELPA LCI funding.

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Document Location:

Description:

MAJOR DUTIES AND RESPONSIBILITIES:
 The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following:

The SBCSELPA Executive Director shall be responsible for the preparation of the Local Plan, including its review and updates.

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

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SBCSELPA COORDINATOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:
The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall serve as Executive Secretary to the Community Advisory Committee and be responsible for the preparation of agendas and minutes of meetings of the CAC.

2000 Administration / 2400 Community Advisory Committee / 2402 Role and Purpose –
Primary Role: The primary role of the Community Advisory Committee (CAC) is to represent the needs and concerns of the parents, school personnel and community agencies regarding services for individuals with exceptional needs to the policy and administrative entity of the Santa Barbara County Special Education Local Plan Area (SBCSELPA). The SBCSELPA JPA Board shall review and consider comments from the Community Advisory Committee.

2000 Administration / 2400 Community Advisory Committee / 2414 Notice of Meeting –
Regularly scheduled or special meetings of the Community Advisory Committee (CAC) shall be announced at least one week prior to the meeting date, with the public invited to attend. Such notices shall state the day, date, hour and location of the meeting. It is the responsibility of the Special Education Local Plan Area Executive Director or designee to announce notices of CAC meetings.

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SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.

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c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Fiscal and logistical support of the Community Advisory Committee.

3000 Business and Non-Instructional Operations / 3100 Income / 3101 Process of Distribution of State and Federal Funds – State and federal funds received by the Santa Barbara County SELPA for the provision of services to students with disabilities shall be distributed among the local education agencies that make up the SBCSELPA pursuant to the methodology contained in the SBCSELPA’s AB 602 Special Education Fiscal Allocation Plan.

The SBCSELPA’s Fiscal Allocation Plan shall be approved and amended as needed pursuant to the SBCSELPA policymaking process described in SBCSELPA Policy 8103, Adoption of Policies and Procedures.
(EDUCATION CODE SECTION 56195.7(i))

13. Coordination of transportation services for individuals with exceptional needs:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office - Pgs. 2-10, 7-24 to 7-25, 7-26, 7-35, 9-13, 9-28, 12-1 to 12-5

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SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
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FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan

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allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of transportation services for individuals with exceptional needs.

6000 Special Education – Instruction / 6400 Implementation / 6419 Special Transportation Criteria – Individualized Education Program (IEP) Teams shall use a least restrictive concept in specifying the mode of transportation for students enrolled in special education. The modes of transportation that may be used shall include:

1. Walking to neighborhood school.
2. Riding the regular bus from a pick-up point with students without disabilities.
3. Riding a special education bus from a pick-up point.
4. Riding a special education bus from curb to curb.
5. Other arrangements for transportation.

Students with disabilities who are capable of walking to a pick-up station may require special transportation because of age, or the nature or severity of their disability.

Students with disabilities attending other than their neighborhood school who are capable of walking to a pick-up station may require special transportation because of the nature or severity of their disability, or their age.

Students with disabilities attending a school other than their neighborhood school may require special transportation because they are not capable of walking to and from school due to their age, or because of the nature of their disability.

The local education agencies that comprise the Santa Barbara County SELPA (SBCSELPA) and that provide special transportation for students with disabilities shall ensure compatibility between mobile seating devices when used, and the securement systems required by Federal Motor Vehicle safety standards No. 222 (49 C.F.R. 571.222).

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Local education agencies of the SBCSELPA that contract for transportation services for students with disabilities shall ensure that the contracted transportation agency has implemented procedures to ensure compatibility between mobile seating devices when used, and the securement systems required by Federal Motor Vehicle safety standards No. 222 (49 C.F.R. 571.222).

The local education agencies of the SBCSELPA shall ensure that all school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.
(EDUCATION CODE SECTIONS 56195.8 (b)(5))

6000 Special Education – Instruction / 6400 Implementation / 6419 Special Transportation for Related Services –

1. Special transportation shall be made available to access a related service when the related service is not available at the child’s school of attendance.
2. Reimbursement for transportation provided by the parent shall be the responsibility of the district of residence or County Education Office. The rate of reimbursement will be set by the respective board.

6000 Special Education – Instruction / 6400 Implementation / 6428 Standards and Contracting Requirements for Non Public Schools and Agencies –

The Santa Barbara County SELPA (SBCSELPA) and its member local education agencies shall enter into master contracts for the provision of special education and/or related services only with nonpublic schools and agencies that have been certified by the California Department of Education as meeting appropriate standards relating to the required special education and specified related services and facilities for individuals with disabilities.

Master contracts developed for nonpublic, nonsectarian school or agency services shall be consistent with the provisions of California Education Code Sections 56366(a)(1), 56366(b) and 56366(d), and policy memorandums issued by the California Department of Education.

The master contract shall specify the general administrative and financial agreements between the nonpublic, nonsectarian school or agency and the SBCSELPA or contracting local education agency, as appropriate, to provide special education and related services, as well as transportation as specified in the pupil’s individualized education program.

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Description:

3000 Business and Non-Instructional Operation / 3200 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan – X. EXTENDED SCHOOL YEAR (ESY)
LEA's shall be responsible for the set up and operation of ESY programs for non-regional program students enrolled in their LEA.

(9-28)

- Student is assigned to an ed specialist (SPED teacher) for more than 50% of the day either in pull out or general education setting receiving SAI (CASEMIS Code 330)
- Student is assigned a 1:1 assistant for more than 50% of the day
- Student is assigned an NPA service for 20 hours or more weekly

Reimbursable costs associated with students with a high level of needs who are attending LEA special day class (SDC) shall be calculated annually as per the following funding formula:

- LEAs will receive LCI funding based on their total percentage of students with high needs attending LCI SDC compared to the total ADA of students with a high level of needs attending LCI SDC in the SBCSELPA.

- Transportation costs will not be reimbursable through SBCSELPA and shall be offset by pupil ADA collected by the LEA.

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3601 Provision of Special Transportation – Special Education transportation as a related service shall be provided to students with disabilities if written into the Individualized Education Program (IEP) and shall be provided in accordance with the Special Education Local Plan Area's/districts'/County Education Office's regulations and procedural guidelines. Entities operating transportation shall, where appropriate, coordinate the Special Education transportation with the regular home-to-school transportation. (EDUCATION CODE SECTION 56345(a)(3))

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3602 Responsibility for Transportation – The following criteria shall apply in determining the entity responsible for special transportation:

(1) The County Education Office shall be responsible for arranging transportation for all students with disabilities residing in direct service districts and attending district, other district or county-operated programs.

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(2) A nondirect service district shall be responsible for arranging for transporting all preschool and school age students with disabilities who reside in their district and attend programs in their district or programs operated by another entity.

(3) Reimbursement for transportation provided by the parent shall be the responsibility of the nondirect service district of residence or the County Education Office for direct service districts. The rate will be set by the respective board.

For purposes of establishing the district of residence for transportation chargebacks, the student's grade level as of the start of each school year shall be the determining factor. Districts must assume responsibility for providing transportation as follows:

Type of District Student Grade Placement as of the Start of the School Year

- K-6 Preschool through Grade 6
- K-8 Preschool through Grade 8
- Grades 7-12 Grades 7 through 12 (and until exit from public school)
- Grades 9-12 Grades 9 through 12 (and until exit from public school)

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3603 Transportation Agreement –
Each district responsible for transportation shall enter into a transportation agreement with the local education agency providing the transportation. The agreement shall spell out the terms and conditions and include mutually agreed upon reimbursement.

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3604 Responsibility for Reporting Transportation Costs –
Each district operating programs for students with disabilities and maintaining a transportation program and the County Education Office shall be responsible for reporting transportation costs and requesting state reimbursement for special transportation if they operate or contract for the service.

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3605 Transportation Chargebacks –
All districts within the Santa Barbara County SELPA shall be responsible for the costs of all special education transportation within the

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SBCSELPA for students who reside within the district’s boundaries with the exception of infants, whose transportation shall be the responsibility of the County Education Office.

For students transported by a district other than the district of residence, the entity providing special transportation shall charge back to the responsible direct or nondirect service district, any non-reimbursed state approved costs and state deficated funding for transportation.

Non-Direct Service Districts

For non-direct service districts, the chargeback shall be the difference between the total approved costs of transportation and the base transportation rate for each individual district, with calculations based on student FTEs.

Direct Service Districts

For direct service districts, as defined by Education Code, the excess cost of transportation shall be determined by computing the difference between the total pooled base transportation rates of the direct service districts and the total pooled state approved costs for all direct service district students transported.

The transportation excess cost chargeback to direct service districts shall be computed by first determining a per student FTE excess cost for transportation by dividing the total pooled excess transportation cost for direct service districts by the number of direct service district student FTEs transported. Each direct service district’s excess transportation cost will be computed by multiplying the per student FTE excess transportation cost by the number of student FTEs transported from each district.

14. Coordination of career and vocational education and transition services:

Document Title:

Document Location:

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

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FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of career and vocational education and transition services.

SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following:
Coordination of vocational education/career education of SBCSELPA students

6000 Special Education – Instruction / 6400 Implementation / 6407 Resource Specialist Program –

The Resource Specialist Program shall provide, but not be limited to, all of the following:

- 1. Provide instruction and services needed for those eligible pupils who are assigned to regular class teachers for the majority of the day.
- 2. Provide information and assistance to eligible pupils and their parents.
- 3. Provide consultation, resource information and material regarding eligible pupils to their parents and regular staff members.
- 4. Coordinate special education services with the regular education program.
- 5. Monitor pupil progress on a regular basis including participating in their review and revisions to IEPs.

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Description:

6. Refer pupils who do not make progress to the Individualized Education Program Team.

7. Emphasize, at the secondary level, academic achievement, career and vocational development and preparation for adult life. (EDUCATION CODE 56195.8(b)(4) and 56362)

6000 Special Education – Instruction / 6400 Implementation / 6411 Related Services Provision –

Related services include but are not limited to the following:

1. Language, Speech Development and Remediation
2. Audiological Services
3. Orientation and Mobility Instruction
4. Instruction in Home or Hospital
5. Adaptive P.E.
6. Physical/Occupational Therapy
7. Vision Services
8. Specialized Driver Training Instruction
9. Counseling and Guidance
10. Psychological Services (other than assessment and development of the IEP)
11. Parent Counseling and Training
12. Health and Nursing Services
13. Social Worker Services
14. Specially Designed Vocational Education and Career Development
15. Recreation Services
16. Specialized Services for Low Incidence Disabilities such as readers, transcribers and vision and hearing services
17. Supplemental Instruction

6000 Special Education – Instruction / 6400 Implementation / 6415 Provisions for Vocational Career Education-Transition (Continued) –

The Santa Barbara County SELPA is committed to provide individuals with exceptional needs with appropriate vocational and career education in order to facilitate their transition into the community.

Specially designed vocational education and career development for individuals with exceptional needs regardless of severity of disability may include:

1. Providing prevocational programs and assessing work-related skills, interests, aptitudes and attitudes.

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- 2. Coordinating and modifying the existing vocational education program for individuals with exceptional needs.
 - 3. Assisting individuals in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community.
 - 4. Establishing work training programs.
 - 5. Assisting in job placement.
 - 6. Instructing job trainers and employers as to the unique needs of individuals.
 - 7. Maintaining regularly scheduled contact with all work stations and job site trainers.
 - 8. Coordinating services with the Department of Rehabilitation as designated in the IEP.
- The above vocational and career education activities shall provide for the planning of services to facilitate the transition of pupils from special education programs to the field of work and/or other educational/ vocational training programs.
(EDUCATION CODE SECTION 51215, 56345.1)

15. Assurance of full educational opportunity:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 1-3, 2-10, 7-46

SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

FULL EDUCATIONAL OPPORTUNITY (20 U.S.C. § 1412 (a)(2))
It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

JOINT EXERCISE OF POWERS AGREEMENT

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Description:

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Assurance of full educational opportunity.

6000 Special Education – Instruction / 6400 Implementation / 6438 Full Educational Opportunity –

Each of the Santa Barbara County SELPA’s local education agencies shall ensure that students with disabilities have access to the educational programs, services and activities available to students without disabilities, including nonacademic and extra-curricular services and activities, and participate in those programs, services and activities as appropriate to their needs.

(EDUCATION CODE SECTION 56205(a))

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 8-1, 9-1 to 9-37, 9-58

3000 Business and Non-Instructional Operations / 3100 Income / 3101 Process for Distribution of State and Federal Funds –

State and federal funds received by the Santa Barbara County SELPA for the provision of services to students with disabilities shall be distributed among the local education agencies that make up the SBCSELPA pursuant to the methodology contained in the SBCSELPA’s

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AB 602 Special Education Fiscal Allocation Plan.

The SBCSELPA’s Fiscal Allocation Plan shall be approved and amended as needed pursuant to the SBCSELPA policymaking process described in SBCSELPA Policy 8103, Adoption of Policies and Procedures.
(EDUCATION CODE SECTION 56195.7(i))

**** SEE LOCAL PLAN SECTION 9 - 3000 Business and Non-Instructional Operations / 3201 - 3204 with Appendix A & B - Budget Planning Process Policies (Pgs. 9-1 to 9-37)****

3000 Business and Non-Instructional Operations / 3200 Budget Planning Process / 3217 Responsibility for Funding Calculations –
The SBCSELPA Joint Powers Agency Board acknowledges the importance of provision of timely and accurate data and calculations in the development of spreadsheet information for special education fund allocations in areas including but not necessarily limited to costs associated with housing of regional classes and apportionment of special education funding pursuant to the SBCSELPA’s AB 602 Fiscal Allocation Plan.

In conjunction with the above, the SBCSELPA office shall have the responsibility for the following:

- Collecting data for spreadsheet development
- Compiling data in spreadsheet formats, as appropriate
- Providing to SBCSELPA LEA business and special education administrative personnel back-up data and methodology used for all calculations.

The SBCSELPA LEAs shall be responsible for the accuracy of the data submitted to the SBCSELPA office to be used for fiscal calculations.

The SBCSELPA LEAs shall share responsibility with the SBCSELPA office for checking the accuracy of the calculations pursuant to allocation policy guidelines.

Any data or calculation errors identified shall be corrected for the current fiscal year and shall not be applied retroactively to prior fiscal years.

I. DISTRIBUTION OF FUNDING AND REGIONAL PROGRAM EXPENSES
All SBCSELPA apportionments shall be made through the Administrative Unit’s Fund 10.

Description:

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The Administrative Unit shall record receipt of the apportionments and transfer funds and expenses to member LEAs based on the SBCSELPA Funding Model.

- Regional Program operators shall be reimbursed for program costs by the district of residence (DOR) member LEA for each student attending the regional program.
- The DOR shall record the regional program cost paid to the Regional Program Operator as a transfer between a district or County as appropriate.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office - Pgs. 2-10, 2-2, 2-11, 4-16, 9-26

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Allocation of program specialist funds for direct instructional program support that may be provided by program specialists in accordance with Education Code Section 56368.

ANNUAL BUDGET PLAN
In addition to the powers and responsibilities presented in Section 6 and 8 above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include

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Description:

provisions setting forth the manner and level to which the SBCSELPA shall be funded.

a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA
GOVERNANCE STRUCTURE

WHAT ARE THE RESPONSIBILITIES OF THE SELPA?
The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

6000 Special Education – Instruction / 6100 Identification and Referral / 6112 Referrals to and Exit from Regional Special Class Programs – Definitions

1. For purposes of this policy, a “regional program” refers to programs operated within and for the SBCSELPA by a district or the County Education Office that serves students with like needs/disabilities in a special class.
2. “Non-direct service district” refers to a district that provides special education services to students with disabilities within their own district by district staff or staff contracted by the district.
3. “Direct service district” refers to small district’s (as defined by Education Code Section 1730) whose special education services are provided by the County Education Office (with the exception of districts

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in the Santa Ynez Valley Consortium).

4. "Director/Designee refers to an administrator or their designee (may be a coordinator, program specialist, or psychologist) in a district or County Education Office that are designated to oversee special education administrative services and/or commit district/LEA resources.

3000 Business and Non-Instructional Operation / 3100 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan
(Continued) –

XVI. TREATMENT OF CHARTER SCHOOLS
Charter Schools that are deemed their own LEA for purposes of special education shall receive their special education funding in the same manner as these funds are distributed to nondirect service districts.

XVII. PROGRAM SPECIALIST FUNDING
Preschool Program Specialist funds will be allocated to the County Education Office. Beginning July 1, 2010, 20% of Pre K funds will be allocated to K-8 LEAs with the percentage increasing 20% annually over a five year time period until 100% of Pre K funds are allocated to districts. Beginning July 1, 2010, 20% of Pre K services will be funded as pay-as-you-go with the percentage increasing 20% annually over a five year time period until Pre K programs are 100% pay-as-you-go.

Preschool personnel development funds will be allocated to the operators of programs for preschool age children based upon the December preschool pupil count.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title: SBCSELPA Local Plan (Pgs. 1-4, 4-1)

Document Location: SBCSELPA Office

PART C, TRANSITION (20 U.S.C § 1412 (a)(9)) -
It shall be the policy of this LEA that a transition process for a child who is participating in Early Education Programs (Individuals with Disabilities Education Act [IDEA], Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

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Description:

6000 Special Education – Instruction / 6100 Identification and Referral / 6101 Continuous Child Find –
Each district in the Local Plan Area and the County Education Office shall adopt uniform procedures for actively and systematically seeking out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs who reside in the district or are under the jurisdiction of the County Education Office. The child find requirement extends to children enrolled in private schools, including parochial schools, children who are homeless, children who are migrant, and children who are wards of the state.

For early childhood programs, children 0 to 5 in age will be sought out in environments such as the following: neonatal intensive care units, hospitals, Head Start programs and other public or private preschools.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

SBCSELPA Local Plan (Pgs. 1-6, 2-2, 2-3, 2-20 to 2-24)

Document Location:

SBCSELPA Office

Special Education Local Plan Area Local Education Agency (LEA) Assurances

PUBLIC PARTICIPATION (20 U.S.C § 4745 (a)(19))
It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

Santa Barbara County Special Education Local Plan Area Governance Structure

What are the responsibilities of the SBCSELPA?
The SBCSELPA Executive Director reports on a monthly basis during the school year to the JPA Board. The Joint Powers Agency Board is the decision-making body for the SBCSELPA and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the county. It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and

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entities in the county.

Community Advisory Committee

The Community Advisory Committee of the Santa Barbara County SELPA is a committee composed of parents of special education children, parents of regular education children, special education and regular education certificated staff, and other representatives from local agencies. The meetings help keep members informed regarding current programs and legislation, and facilitate closer communication and better understanding of mutual goals of school administrators, faculty, parents and community.

While the Community Advisory Committee is composed of specially appointed members, all meetings are open to everyone interested, and the Community Advisory Committee encourages parents to attend CAC meetings.

The primary role of the Santa Barbara County SELPA Community Advisory Committee is to represent the needs and concerns of parents, school personnel and community agencies regarding services for individuals with exceptional needs to the JPA Board. The CAC meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following)

8000 Governance / 8100 Joint Powers Agency Board

8101 – Organization, Responsibilities and Powers of Joint Powers Agency Board –

The Joint Powers Agency Board is the governing body of the Santa Barbara County Special Education Local Plan Area and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office. The Board represents the district school boards and the superintendents in Santa Barbara County in the governance of the Santa Barbara County Special Education Local Plan Area.

It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county. All meetings of the Board are public and accessible to the disabled. Deliberations of the Board, except those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.

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Description:

The Board holds the SBCSELPA Executive Director responsible for the efficient administration of the Special Education Local Plan Area and the functions of the Joint Powers Agency.

Bylaws will be adopted for its own governance which are consistent herewith and within legal limits.

(EDUCATION CODE. 56205(b)(4))

8102 – Public Participation at JPA Board Meetings –
Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda and, during regular meetings, any item within the Board's jurisdiction.

Procedure for Those Wishing to Speak

Before the Board meeting begins, persons wishing to address the Board are requested, but not required, to fill out a “Request to Address the Board” form obtainable from the SELPA Administrative Secretary or from the table near the entrance to the meeting room. The form is to be filled out and returned to the SBCSELPA Executive Director or his/her secretary before the meeting begins. At the appropriate time, the Board Chairperson will call upon the persons requesting to speak.

Public Participation Procedures

In order to conduct business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. Every regular and special meeting agenda shall provide an opportunity for members of the public to address the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and an total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. (Education Code § 35145.5, Government Code § 54954.3) The Board may determine to take public comments either when agenda items are heard, or during the public comment section of the agenda, preceding the consideration of individual agenda items.
2. All regular meeting agendas shall provide an opportunity for members of the public to comment on matters not listed on the agenda, but within the subject matter jurisdiction of the Board. (Education Code § 35145.5, Government Code § 54954.3)

3. A person wishing to be heard by the Board shall first be recognized by the chairperson and shall then proceed to comment as briefly as the subject permits. Individual speakers will be allowed three minutes to speak on any item, or, if all public comments are taken together before the Board takes up individual agenda items, a total of ten minutes to address the Board on all items will be normally allowed per speaker. The Board may limit the total time for public comment to 30 minutes. With Board consent, the chairperson may increase or decrease the total time allowed for public presentation, depending on the number of persons wishing to be heard. The chairperson may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.
4. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. (Government Code § 54954.3) In addition, the Board may not prohibit public criticism of individual employees. However, whenever a member of the public initiates specific complaints or charges against an employee, the Board chairperson shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code § 54957.
5. The Board chairperson shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the right of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbance shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code § 54957.9)
6. Without taking action, Board members or SELPA staff may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board member or staff member may ask questions for clarification, make a brief announcement, or make a brief report on his/her own activities.

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Furthermore, the Board or a board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code § 54954.2)

7. Under Board Bylaws, Roberts Rules of Order (Revised) normally guides the conduct of Board meetings. Such rules are intended to apply to Board member deliberations and may not be invoked by other persons. Although Robert's Rules of Order can serve as a useful guide, the Board may use any procedures that allow it to conduct its meeting in an efficient, consistent manner.

Placing Items on The Board's Agenda

Members of the public are permitted to place matters on the Board's agenda that fall within its jurisdiction. Such requests shall be made in writing to the SBCSELPA Executive Director and shall specify the precise subject to be addressed. These matters shall be heard at the next convenient regular JPA Board meeting after the request is received, but not later than the second regular meeting. Upon receipt of a request to place a matter on the agenda, the SBCSELPA Executive Director, in conjunction with the Chairperson of the JPA Board, shall make the decision regarding whether the matter falls within the Board's jurisdiction. The request to place an item on the agenda may be declined if the item is repetitive, defamatory, superfluous, or otherwise improper. The SBCSELPA Executive Director and/or the Chairperson of the JPA Board may provide an alternative process to address certain matters, such as in the case of a complaint against a staff member. Normally, members of the public who place matters on the agenda will be allotted up to ten minutes to present their item, which may be extended at the discretion of the JPA Board Chairperson.

(EDUCATION CODE § 56205(b)(4))

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

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Santa Barbara County Special Education Local Plan Area Governance Structure

What are the responsibilities of the SBCSELPA?

The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

8000 Governance / 8300 Dispute Resolution / 8301 Dispute Resolution Process –

In addressing disputes that may arise over the distribution of funding, the responsibility for service provision, and other governance activities specified in the Local Plan, the local education agencies that comprise the Santa Barbara County SELPA agree to make every effort to resolve disagreements at the lowest possible level.

In some instances, individual SELPA policies outline the process for resolving disputes that may arise regarding selected issues.

In circumstances where a system for resolving potential disputes is not specifically described in the relevant SELPA policy, the following steps shall be utilized to address the issue:

1. Any local education agency involved in a dispute may request the assistance of the SBCSELPA Executive Director acting in the role of a mediator to facilitate resolution of the matter.

2. If the matter cannot be resolved through informal discussions and agreements, an LEA representative may request that the issue be agendaized for consideration by, a committee comprised of the special education administrators or business officials from districts in SBCSELPA, depending upon whether the subject of the dispute is

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Description:

primarily of a programmatic or fiscal nature.

3. If the issue cannot be resolved at an informal level by action of the a committee comprised of the special education administrators or business officials from districts in SBCSELPA, then the matter shall be agendized for review and action by the SBCSELPA JPA Board, whose decision shall be final and binding upon the parties to the dispute.

(EDUCATION CODE 56205(b)(5))

6000 Special Education – Instruction / 6100 Identification and Referral / 6112 Referrals To and Exit From Regional Special Class Programs – If the Regional Program Director and referring District/CEO Director are in dispute about the referral for consideration, they shall contact the SBCSELPA Executive Director to convene a dispute resolution meeting prior to an anticipated expanded IEP team meeting. As a result of this dispute resolution meeting, the SBCSELPA Executive Director shall render a determination to resolve the dispute between the District/CEO and Regional Program Director.

If the Regional Program Director and referring District/CEO Director are in dispute about the referral back to the District of Residence, they shall contact the SBCSELPA Executive Director to convene a dispute resolution meeting prior to an IEP being called. The SBCSELPA Executive Director will render a final recommendation to the District/CEO and Regional Program Director. This is not an IEP placement decision, but rather, is a recommendation to be followed for SBCSELPA reimbursement of program expenses. It is recommended that all disputes between directors be resolved prior to and outside of an IEP meeting.

Parent Dispute Resolution Process Regarding Regional Program Placements

In cases where the parent requests that the student be removed from a regional program placement, and the Regional Program Director/ Designee and/or District Director/Designee, feels the student is not ready for either a less or more restrictive setting, the following dispute resolution procedures will be followed:

1. The parent(s) requests a change of placement from regional program;
2. The Regional Program Director/Designee shall convene an IEP and invite the District of Residence Director/Designee. The Regional Program Director/ Designee shall present information about the student’s current functioning and why the regional program continues to

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be the most appropriate placement for the student. The parent will be provided the opportunity to provide input to the IEP and state their concerns. If the parent continues to disagree with the offer of FAPE made by the district of residence at the IEP, they may contact the SBCSELPA regarding their due process rights and steps they can take to address their concerns. (Pg. 4-20)

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program / 6303 Recommendation for Individualized Education Program (IEP) Team for Programs Outside Area of Responsibility (Intra-SELPA Student Placement) (Continued) – 6. A MOU between the receiving and referring LEA shall be drafted to stipulate all matters related to the placement such as how costs associated with dispute resolution and due process shall be funded. (Pg. 6-5)

3000 Business and Non-Instructional Operation / 3200 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan – XI. SELPA FUNDING COSTS ASSOCIATED WITH DUE PROCESS LEGAL FEES

Annually, at their September meeting, the JPA Board will determine how much funding, if any, will be set aside for the payment of legal fees associated with dispute resolution and costs associated with due process and how such fees will be allocated. LEAs may utilize their proportionate share of set-aside legal fee funding to pay premiums for Special Education Voluntary Coverage Program (SEVCP) through SISC or any other similar insurance program to fund costs associated with due process or legal fees related to special education.

If LEA's do not spend their allocated set aside funds, those funds shall not be carried forward.

The LEA/district shall be responsible for contracting with the SBCSELPA approved attorneys for dispute resolution/legal fees and services associated with due process or other legal fees. All payments for services shall be made by the LEA and submitted to the SBCSELPA office for reimbursement as per policy guidelines. (Pg. 9-15)

In instances where an LEA is requesting access to reserve funding to pay for legal consultation fees and costs associated with due process due to a catastrophic financial situation, an ad hoc Dispute Resolution/ Due Process Funding Committee may be designated by the SBCSELPA Executive Director on an as needed basis to advise her or him regarding if the merits in the case warrant that the case should not go forward to due process and/or be funded out of SBCSELPA legal fee/due process

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reserve funding. (Pg. 9-17)

3000 Business and Non-Instructional Operation / 3700 Facilities / 3701 Facilities Plan for Housing Regional Special Education Programs (Continued) –
Dispute Resolution
Should a dispute arise between any of the SBCSELPA participants that relates to implementation of this Facilities Plan, the parties agree to meet in good faith to resolve the dispute. In the event the parties are unable to reach a mutually acceptable agreement, the matter shall be resolved using the dispute resolution procedures outlined in the SBCSELPA Local Plan. (Pg. 13-13)

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title: SBCSELPA Local Plan (Pgs. 4-5, 4-7, 4-8, 4-9, 7-43)

Document Location: SBCSELPA Office

6000 Special Education – Instruction / 6100 Identification and Referral

6104 Referral –
Each district and the County Education Office in the Santa Barbara County Special Education Local Plan Area shall adopt procedures for handling referrals to special education programs based upon federal and state laws and regulations.

6106 Completing a Referral –
All referrals of pupils ages 0 through 21 years shall be completed on an approved Local Plan Area form. Referrals shall be received and analyzed by the administrator or designee responsible for assessment and programming. In cases where assessment and programming are the responsibility of an entity other than the District of Residence, then the entity shall notify the director of the District of Residence of all referrals, exclusive of infant and preschool referrals, and then invite the Director of the District of Residence to the Individualized Education Program Team meeting. Persons making oral referrals shall be offered assistance in completing the referral form.

6107 The Referral Form –
Written referrals shall contain the following information:
1. Pupil's name, address, school, grade, birthdate and teacher.

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Description:

2. Information on any grade in which the pupil was retained.
3. Parents' names and home and work telephone numbers.
4. Student's primary language/parent's primary language.
5. Student's English proficiency status: EO/FEP/EL
6. Date of referral.
7. Name of the person making the referral.
8. Specific areas of concern.
9. Description of intervention strategies attempted or being used, with or without success.

(CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 3021)

6108 Parent Notification –
School personnel initiating a referral shall be responsible for informing the parent or guardian that the referral will be made and for documenting that notification on the Notice of Referral Form.

6000 Special Education – Instruction / 6400 Implementation / 6434 Procedural Safeguards –
The districts and the County Education Office that comprise the Santa Barbara County SELPA shall assure the establishment and maintenance of all procedural safeguards under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 and following) as well as those pursuant to Chapter 5 of the Education Code (commencing with Section 56500).

At each Individualized Education Program meeting, the responsible administrator or administrative designee shall inform the parent and pupil of the federal and state procedural safeguards that were provided in the notice of parent rights pursuant to Education Code Section 56321.

The rights and protections afforded to individuals with exceptional needs and their parents include, but are not limited to, the following:

1. The right to initiate a referral of a child for special education services

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title: SBCSELPA Local Plan (Pgs. 2-2, 3-2, 4-20 (#1), 6-7, 6-8, 7-35 to 7-37)

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Document Location:

Santa Barbara County Special Education Local Plan Area Governance Structure

What are the responsibilities of the SBCSELPA?

The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

Santa Barbara County Special Education Local Plan Area Executive Director – Position Description

Major Duties and Responsibilities:

Coordination and oversight of member LEA/district nonpublic school (NPS) residential treatment center (RTC) student placements that meet requirements for access to SBCSELPA shared funding.

6000 Special Education – Instruction / 6100 Identification and Referral / 6112 – Referrals To and Exit From Regional Special Class Programs – Regional Program Referral Process to More Restrictive Setting

When a student attending a regional program is recommended for a more non-public restrictive setting, the following shall occur:

1. At the first consideration of referring a student for consideration to a Nonpublic School (NPS), the Regional Program Director/Designee shall notify the District of Residence Director/Designee and the SBCSELPA Executive Director.

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program

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Description:

6305 – Recommendation for Placement Outside of District, Adjacent District, or County Education Office Program –

1. When the IEP Team determines that no appropriate placement is available within the District, an adjacent District or the County Education Office, a referral for services shall be forwarded to the SBCSELPA Administrative Unit. The referral must include the relevant school records, a comprehensive description of the type of educational program needed and the rationale for requiring such a program.

If a nonpublic school placement is required to meet the student's program needs, the recommendation will be submitted to the JPA Board for fiscal approval at its next meeting.

2. Every effort shall be made to locate an appropriate nonpublic school within the State of California. The SBCSELPA Executive Director and the referring district shall be responsible for identifying with the parent an appropriate nonpublic school and negotiating the nonpublic school (NPS) contract in accordance with the IEP.

6306 – Responsibility for Nonpublic School/State Residential School IEPs – Whenever an IEP for a student is to be developed, reviewed or revised prior to or following enrollment in a nonpublic school or state residential school, the IEP Team of the district of residence or the County Education Office, whichever is appropriate, shall be the party responsible for assuring compliance with state and federal mandates. The SBCSELPA Executive Director or designee shall be a member of the IEP Team.

6000 Special Education – Instruction / 6400 Implementation / 6428 Standards and Contracting Requirements for Nonpublic Schools and Agencies –

The Santa Barbara County SELPA (SBCSELPA) and its member local education agencies shall enter into master contracts for the provision of special education and/or related services only with nonpublic schools and agencies that have been certified by the California Department of Education as meeting appropriate standards relating to the required special education and specified related services and facilities for individuals with disabilities.

Master contracts developed for nonpublic, nonsectarian school or agency services shall be consistent with the provisions of California Education Code Sections 56366(a)(1), 56366(b) and 56366(d), and policy memorandums issued by the California Department of Education.

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The master contract shall specify the general administrative and financial agreements between the nonpublic, nonsectarian school or agency and the SBCSELPA or contracting local education agency, as appropriate, to provide special education and related services, as well as transportation as specified in the pupil's individualized education program.

The master contract shall include procedures for record keeping and documentation to assure that appropriate high school graduation credit is received by the pupil.

The master contract may allow for partial or full-time attendance at the nonpublic school.

The master contract shall include an individual service agreement for each pupil receiving nonpublic school or agency services negotiated for the length of time for which nonpublic school or agency services are specified in the pupil's individualized education program.

Changes in educational instruction, services, or placement provided under the contract may be made only on the basis of revisions to the pupil's individualized education program.

The nonpublic school or agency shall provide all services specified in the individualized education program unless the nonpublic school or agency and the SBCSELPA or contracting local education agency agree otherwise in the contract or individual service agreement.

The master contract or individual service agreement shall not include special education transportation provided through the use of services or equipment owned, leased, or contracted by a district, SBCSELPA, or county office, unless provided directly or subcontracted by the nonpublic school or agency.

The master contract shall specify the schedule for apprising the SBCSELPA or contracting local education agency of the progress of pupils being served pursuant to such contract.

The master contract shall contain provisions for billing and payment for services consistent with the requirements of Education Code Sections 56366 (c)(1) and 56366.5.

The master contract shall contain assurances that special education and related services will be delivered utilizing appropriate, credentialed/

SELPA Santa Barbara County

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qualified teachers and/or staff as specified by the individualized education program and/or the individual service agreement in accordance with the requirements of Education Code Section 56061 and 56366.

Nonpublic schools with which the SBCSELPA and its member local education agencies enter into contracts for the provision of special education shall have available a written course of study designed to provide adequate credits for high school graduation for secondary age students.

By entering into master and individual service contracts with the SBCSELPA and its member local education agencies, nonpublic schools and agencies assure that students shall receive designated instruction and services related services as specified in their individualized education programs. Failure to provide such services shall be grounds for termination of the master and individual service contracts and may also be grounds for suspension or revocation of the certification of the nonpublic school or agency.

Each nonpublic school or agency shall be required to submit monthly attendance records verifying that all instructional services have been provided as specified in the individualized education programs of those students being served by the school or agency.

(EDUCATION CODE SECTIONS 51223.5, 51228, 56061, 56205(c), 56366, 56366.5 56200(j))

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC* 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC* Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the

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DOR is based on the residence of the conservator. (EC Section 56041)

Document Title:

Document Location:

Description: *Role of the RLA/AU: Role of the Administrator of the SELPA:* The SELPA Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, and the LEAs' Annual Performance Indicators. This includes and any additional pertinent data such as the annual evaluation of services offered by the SELPA. They will also facilitate reviews by the Superintendents, Directors, CAC, and other interested parent, community or educational groups. The SELPA Administrator will also review of the Funding Allocation Plan prior to the distribution of yearly funds to LEAs. Annual evaluation of services offered by the SELPA Office, completed in the spring of each year by the LEA Special Education Directors.

Role of the individual LEAs: Individual LEAs through their representative to the JPA Board, review the Annual Budget and Service Plans, and the evaluation of services offered by the SELPA. Each LEAs' Special Education Director provide input through the annual evaluation of SELPA services on the effectiveness of the local plan.

Each individual LEA reviews and monitors Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE. The Special Education Directors provide leadership for cooperative action among LEAs pertaining to the implementation, administration, and operation of the local plan.

SANTA BARBARA COUNTY SELPA LOCAL PLAN

SECTION 9

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS BUDGET PLANNING PROCESS

Budget Planning Process Policies
3201 - 3218

(Revised ~~5-3-2021~~ **TBD**)

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3201 SELPA Budget

The SBCSELPA Executive Director is responsible for the Santa Barbara County SELPA's budget planning process.

The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding the budget planning process. The SBCSELPA Executive Director shall report his/her recommendations to include those provided from districts and/or the community to the JPA Board.

DATE APPROVED: January 9, 1987

DATE REVISED: December 12, 1997

DATE REVISED: December 14, 2009

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3202 Procedures for Making Changes in Budgeting

The SBCSELPA Executive Director shall be responsible for making changes in budgetary allocations.

The SBCSELPA Executive Director may recommend budgetary allocation changes to the JPA Board for approval as deemed necessary. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA to seek input regarding such changes.

DATE APPROVED: January 9, 1987

DATE REVISED: December 12, 1997

DATE REVISED: December 9, 2002

DATE REVISED: December 14, 2009

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3203 Review of Annual Budget Plan for Subsequent Year

By June 30th of each year, the SBCSELPA Executive Director shall review the proposed Annual Budget Plan and shall submit recommendations to the JPA Board. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such recommendations.

DATE APPROVED: January 3, 1984

DATE REVISED: December 9, 2002

DATE REVISED: December 14, 2009

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3204 AB 602 Special Education Fiscal Allocation Plan

I. GUIDING PRINCIPLES

The Long Term AB 602 Special Education Fiscal Allocation Plan has been designed to address the following objectives:

1. Provide an incentive for operating cost-effective programs for students in public school programs.
2. Provide no incentive for districts to over-identify students for special education services.
3. ~~Provide full~~ ***Facilitates transfers of*** funding for regional programs.
4. Ensure that special education funding is distributed proportionately to LEAs.
5. Acknowledge that the AB 602 Funding Allocation Model will not cover the total costs of special education services. Districts will need general fund contributions to cover unfunded special education costs.
6. Keep program requirements in mind as well as the Maintenance of Effort requirement in Federal law (Title 20 U.S.C. §1413(a)(2)(C)(i) and Title 34 CFR §300.205) that there are restrictions when an LEA may reduce the level of special education expenditures “from local funds below the level of those expenditures for the preceding fiscal year.”

II. ALLOCATION OF AB 602 INCOME

The total SELPA special education block grant will be received at the SELPA level for distribution to the special education program operators as described in this section (3204). The JPA Board to authorize the SBCSELPA Administrative Unit to act as the fiscal agent for the SBCSELPA. Funds for SBCSELPA-funded services ***and Sparsity Adjustment (Part IV)*** shall be taken off-the-top prior to distribution of the remainder of the AB 602 block grant.

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The remaining AB 602 funds will be distributed to districts based upon their P-2 ADA. At year-end, the ADA will be adjusted and aligned to the greater of the 2 prior years or current year certified P-2 ADA. In the event of a declared emergency or approved J-13 waiver, the revised P-2 ADA will be used.

III. SUMMARY OF FUNDING MODEL COMPONENTS

As per the State AB 602 funding model, special education revenues will be received by the SBCSELPA in the form of a block grant.

The following funding sources will be outside and in addition to the block grant and shall be distributed to districts as indicated below. ~~based upon their non-Regional P-2 ADA count beginning July 1, 2010. At year-end, the ADA will be adjusted and aligned to the greater of the prior year or current year certified P-2 ADA.~~

- Federal Part B Local Assistance (PL-142) Funds (Resource 3310)
Shall be allocated to districts based on the greater of current or prior 2 years ADA, after a reduction as specified in section XIX. These funds are reimbursements and will be only distributed based on district usage and reporting of expenditures.

- Federal Preschool Grant (Resource 3315)
2.882% for Regional Services is allocated to SBCSELPA. The remainder shall be allocated based on the greater of current or prior 2 years ADA for non-charter Grades K-6. These funds are reimbursements and will be only distributed based on district usage and reporting of expenditures.

- Low Incidence Funds
Refer to part XV. of this section (3404).

- Preschool Staff Development (Resource 3345)
Shall be allocated to districts responsible for providing Preschool services based on their SELPA Baseline K-6 ADA. These funds are reimbursements and will be only distributed based on district usage. Districts may apply allocation for SELPA Professional Development fees or submit an invoice for reimbursement. Funds not utilized by an LEA by June 30th of the first fiscal year of the grant will be used to offset the cost of providing Preschool Staff Development Services by SBCSELPA or other LEAs at the discretion of SBCSELPA

- Infant Program Income (both IPS Unit and supplemental grant funding)
Allocated to SBCEO as the sole operator of Infant Programs for SBCSELPA

- ~~Licensed Studentren's' Institution (LCI) Funds~~
- **Out of Home Care Funding**
Refer to Part XVII. Of this section (3404)
- County Property Taxes
Shall be distributed in the same manor of AB602 funds

The following fund sources will be outside of and in addition to the block grant and shall be allocated as determined annually by the JPA Board:

- State Mental Health Funding
- IDEA Federal Mental Health Funding

The funding sources listed below are available at the State level and may be accessed through special application only:

- LCI Emergency Impaction Funds
- **Excess Cost Pool**

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IV. SPARSITY/SMALL SCHOOL DISTRICT FUNDING

Funding will be provided to the County Education Office for the direct service districts with a hold harmless adjustment equivalent to the current sparsity factor funding. The equalization process will phase out the sparsity factor over time

Sparsity Adjustment

The Cuyama Joint Unified School District meets the criteria to be considered a sparsely populated district as that term was defined in Education Code Section 56728.6(d)(1) prior to the enactment of the AB 602 special education funding model (see Appendix E). In recognition of the additional costs of serving students in special education who attend school in Cuyama, and in order to apportion special education block grant funding allocations within the SBCSELPA to recognize the impact of these additional costs, adjustments were made to the SBCSELPA AB 602 allocation plan beginning in 2003-04.

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The funded COLA rate will be applied to the prior year calculated sparsity factor to determine the sparsity augmentation for the current funding model.

Small School District Funding

Small districts shall be required to provide own special education services after the second year their enrollment exceeds the direct service district cut off size as specified in the Education Code Section 1730, et al (i.e., for elementary districts – less than 901 ADA during the preceding fiscal year, for high school districts - less than 301 ADA during the preceding fiscal year, and for unified districts - less than 1501 ADA during the preceding fiscal year). Districts have the choice to remain as a direct service district and receive special education services from the County Education Office for two years after their enrollment exceeds the size limit for being considered a direct service district.

If, during this two-year transition period, a former direct service district decides to become a non-direct service district, it will receive its per ADA special education funding directly and then may either operate its own special education programs or contract with the County Education Office or another LEA for these services. Districts transitioning from direct to non-direct service status will continue to receive the same level of funding during the two-year transition period that they would have received as a direct service district.

After a district remains above the direct service district size cut off for two years, it will henceforth be considered a non-direct service district.

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V. FUNDING FOR REGIONAL PROGRAMS OR SERVICES

All regional program costs will be charged to district/LEA of residence (DOR) on a per student basis as follows:

- Per student costs will be calculated on days of enrollment not days of attendance and shall be calculated by regional program operators for the moderate-severe programs.
- Regional program operators shall report regional program cost estimates three times annually, October 15th, January 15th* and year end close (July 15th); and April 15th for Adopted Budget.

***January 15th report is optional for district operators, but should be submitted if there is a substantial change that would impact the cost of another district.**

- Per student costs for July 1st through October 31st of the given school year will be calculated based on ~~prior year actuals~~ **Adopted Budget Projections**. Following November 1st and February 1st of a given school year the per student costs will be updated using current year estimates for regional program costs and enrollment. Reconciliation of actual regional program costs and enrollment will take place at year end close.
- At year end the per student actual daily costs will be calculated using regional program costs divided by total day of enrollment.
- The per student costs for Extended School Year will be based on actual regional program costs and enrollment. Enrollment will be based on the number of students who attend at least three days of ESY; and,
- ~~Regional operators of therapeutic learning programs (TLPs) shall also report their current enrollment on March 31st to assist with updating mental health funding calculations.~~

In addition, regional itinerant services shall be charged to LEAs as follows:

- Only itinerant special education services specified on the services line of the individual education plan (IEP) and listed in CALPADS shall be billable to LEAs.
- The itinerant regional program cost per student shall be calculated by the percentage the student is enrolled compared to the total minutes of all students by program/category.
- The 80% FTE regional audiologist shall be utilized to serve the needs of students with IEPs designated as deaf or hard of hearing (DHH) and shall be funded off the top of the AB 602 funding **or low incidence funding as determined by JPA board.**

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Regional program operators shall submit the following information to the SBCSELPA office ~~on a quarterly basis~~ **by October 31st, January 31st (for current year) and July 6th (for proceeding year):**

- Students (name, DOB, DOR) receiving itinerant services by program/category
- ~~Total minutes of itinerant services for the quarter.~~ **Estimated Annual Minutes for the year per student sorted by district of residence.**
- **A summary of % of usage by district of residence for each program.**

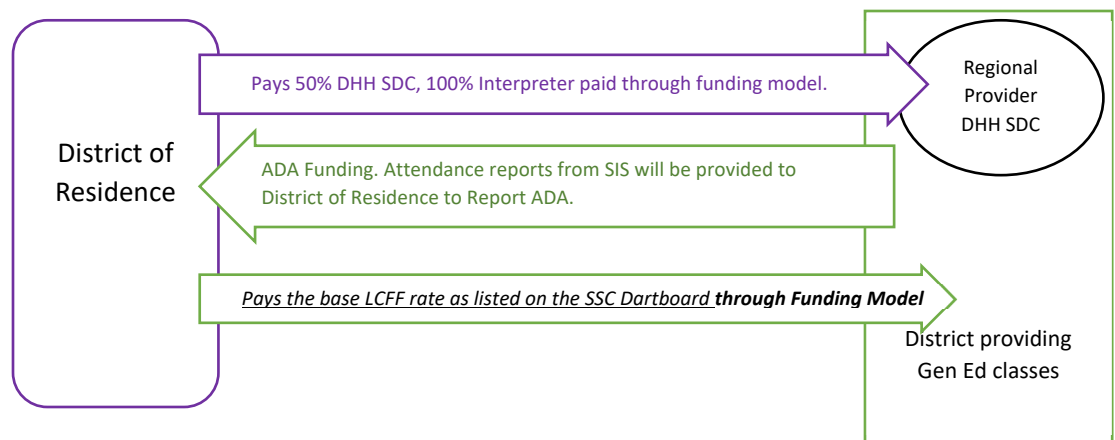
DHH Services:

If, based on assessment data and an IEP Team recommendation, it is determined that a DHH student requires exposure to a community of learners for purposes of FAPE, a referral shall be made to a regional DHH program.

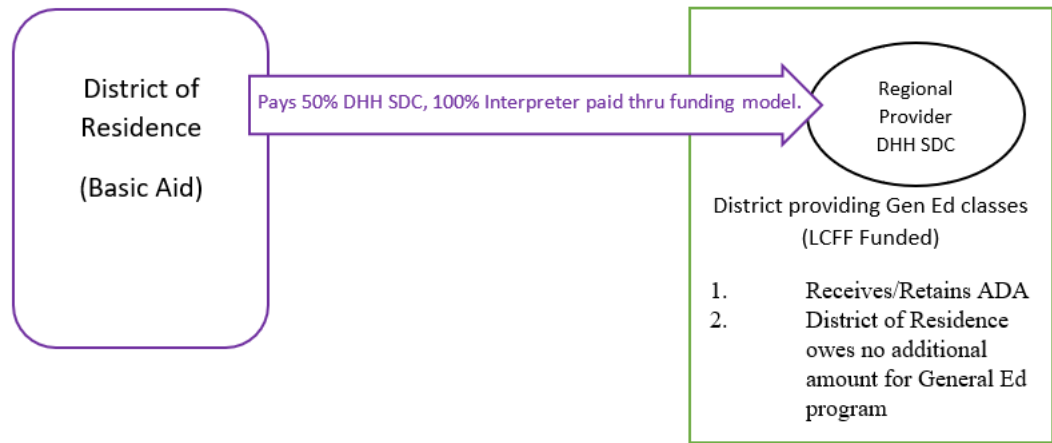
If it is determined that the regional DHH program can offer a community of learners and that the program placement is appropriate for the student, the placement shall take place with the student being placed on the DHH SDC regional providers caseload and with support in the general education classroom for more than 50% of the day.

Regional program costs for these students will be calculated using the following:

- Students on the regional DHH SDC caseload will be separated into two groups, those who are SDC students and those who are itinerant students with special education support for more than 50% of their day.
 - ~~Per student~~ Costs for students on the regional DHH SDC caseload who are SDC will be calculated by using the SDC formula with all components, dividing by the ***total*** number of ***enrolled days*** SDC students to arrive at a ***per enrollment day cost***. ~~It is understood that costs for the students in the program are based on the number of days of enrollment.~~
 - ~~Per student costs~~ For itinerant students with special education support for more than 50% of their day. ***Enrollment days for regional cost allocation*** shall be ***calculated as*** 50% of the ~~per student cost for the program based on~~ their number of days of enrollment in the program.
- The district of residence/accountability shall be responsible for the cost of the interpreter assigned to the student and ~~50% of the per student cost of the regional DHH SDC program based on~~ ***50% of the*** students' number of days of enrollment.
- For itinerant students with special education support for more than 50% of their day. The district of residence will pay the district of general ed attendance the base LCFF rate as listed on the School Services Dartboard. The district of residence will receive the ADA the student, to generate ADA revenue. This is meant to offset the cost of the itinerant student's enrollment in general education classes, while special ed funding.



- Exception: If the District of Residence is Basic Aid AND the district of general ed attendance is NOT Basic Aid, then the district of general ed attendance will receive the ADA funding and the district of residence will not owe the district of general ed attendance any additional amounts for the general education program.



- For the students in the regional program in general education for more than 50% of the day, the district where the program is located would maintain the primary enrollment for CALPADS and SIRAS. This will allow the general education teacher of record to take attendance and administer the SBAC. Attendance reports from SIS will be provided to the proper reporting entity based on who receives ADA above. **If money is owed from District of Residence to District of Attendance, the District of Attendance will provide the District of Residence the ADA for reporting.**

See example below:

CalPADS Student Enrollment
 Reporting LEA: Orcutt Union ([AERIES](#))
 School of Attendance: Ralph Dunlap
 District of Residence: Lompoc

CalPADS Special Education Services ([SIRAS](#))
 Reporting LEA: Orcutt Union
 School of Attendance: Ralph Dunlap
 District of Special Ed Accountability: Lompoc
 Special Education Service Provider: County Education Office (for Itinerant services)

VI. FUNDING FOR REGIONAL PROGRAM EXPANSION AND ADDITIONAL INSTRUCTIONAL AIDES OR OTHER SUPPORT STAFF FOR REGIONAL PROGRAMS

The SBCSELPA Executive Director shall review all funding requests for expansion of Regional programs or additional instructional aides or other support staff for Regional programs prior to going to the JPA Board for final approval. Such consideration of funding requests may be discussed with the special education administrators and business officials from districts in SBCSELPA in order to determine if there are alternative ways the staffing needs can be met without increasing the current number of staff members serving in the program. An ad hoc committee review team may be designated by the SBCSELPA Executive Director on an as needed basis to advise her or him regarding if the funding request is appropriate and/or needs modified. Regional Program operators shall use existing funds to add instructional aides or other support staff time on an emergency, temporary basis pending approval by the JPA Board of additional instructional aides or other support staff requests.

At the end of each school year the SBCSELPA Executive Director shall review the need for continued funding for Regional program expansion and additional instructional aides or other support staff positions in the subsequent school year. The SBCSELPA Executive Director may discuss the need for continued funding for Regional program expansions/increased support staff with the special education administrators and business officials from districts in SBCSELPA in order to determine if there is a continued need for program increases prior to making final recommendations to the JPA Board.

The above policy is not applicable to districts operating regional programs when the majority of students (majority defined as 80% or more of the students) enrolled in the

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program belong to the district operating the program. If a district operating a regional program where the majority of students belong to the district feels there is a need for additional supplemental instructional assistant time to address behavior issues, they shall contact the district of residence (DOR) special education administrator of any students attending the program to consult regarding the need for supplemental instructional assistant staffing.

Factors which may necessitate additional aide or other support staff time for Regional programs include:

- Staffing ratios in individual classrooms
- The need for aides for students with low incidence disabilities
- The need for aides to assist students with severe behavior problems
- The need for aides associated with legal issues

In deciding whether to recommend approval of funding for additional instructional aides or other support staff time to the JPA Board, the SBCSELPA Executive Director shall review the steps taken by the Regional Program operator to alleviate the problem or concern and review the supporting data required for the request prior to requesting additional instructional aides or other support staff time. Where appropriate, the criteria for fading the use of an instructional aide shall be included in the student's Behavior Intervention Plan.

VII. REGIONAL PROGRAM COST ACCOUNTING

Local Education Agencies that operate Regional programs may claim the following costs for operation of such programs:

1. The actual cost of special education personnel (including salaries and benefits) as per the program caps reflected in Appendix B who serve the students enrolled in the Regional program(s).
2. The actual cost for support personnel as per the program caps reflected in Appendix B (including salaries and benefits) who are employed to serve the students enrolled in the program(s). Such support personnel shall include instructional aides and related service providers.
3. The costs of non-salary expenses to include supplies, fieldtrips, food, fees, staff development, and instructional materials, etc., associated with operation of the program. The annual costs charged per FTE category shall not exceed the following amounts:

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• SH Teacher	\$1,500.00
• SH Teacher / Community Based	\$4,200.00
• TLP SDC Teacher	\$1,500.00
• DHH SDC Teacher	\$1,250.00
• Preschool SDC Teacher	\$1,500.00
• Preschool Itinerant SDC	\$1,000.00
• Itinerant DHH Teacher	\$ 500.00
• OT	\$1,000.00
• Vision/ O & M Specialist	\$1,000.00
• Preschool Specialist	\$1,100.00
• School Nurse	\$ 750.00
• APE Teacher	\$ 750.00
• Speech Specialist	\$ 750.00
• Psychologist	\$ 750.00

Regional Program operators shall submit annually to the SBCSELPA Executive Director and LEA Special Education Administrators a proposal of costs for testing supplies and equipment for the year going forward by April 1 of the preceding year.

The SBCSELPA Executive Director and LEA Special Education Administrators will review proposed needs to determine if costs are appropriate and reasonable.

For costs associated with technology and equipment, the regional program operators shall submit a proposed technology cost plan to the SBCSELPA Executive Director for the year going forward by April 1 of the preceding year. The JPA Board shall approve all proposed costs associated with technology that will exceed the non-salary budget costs caps.

4. Indirect costs for operation of Regional programs ~~other than SBCEO operated Programs~~ shall be based on the current year CDE allowable rate for the operator. ~~the lesser of the prior year's district indirect cost rate (as established by the state) or average of the indirect cost rate of all district regional program providers, whichever is less. Indirect cost rates for the SBCEO operated regional programs shall be negotiated annually.~~

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5. Classified clerical support costs for regional programs shall be calculated as an average percentage of all total program costs by regional program operator as follows: (see Appendix B)
6. Administrative support costs for regional programs shall be calculated as a percentage of total program costs as follows: (see Appendix B)

VIII. HOUSING FOR REGIONAL PROGRAMS

Housing costs for regional programs shall be *charged to the regional program they house. Districts providing regional housing will receive revenue for the classrooms they house through the regional funding model. Refer to Section 13 - Facilities.* ~~a shared expense of all districts within the SBCSELPA. Each district's share of costs for housing Regional programs shall be billed as a separate expense with the SBCSELPA office being responsible for collecting and redistributing housing fees.~~

IX. EXTENDED SCHOOL YEAR (ESY)

Regional program operators shall be responsible for the operation of ESY programs for all regional program students. Regional program operators shall hire classified and certificated personnel for regional ESY programs unless other mutually agreed upon arrangements are made between the regional program operator and LEAs. Regional program operators shall be responsible for the annual set-up, planning and implementation of ESY for regional program students.

Districts in the North SBCSELPA region shall annually alternate to provide housing for Pre-K ESY programs (with the exception of Guadalupe Union School District in the North).

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**X. SELPA FUNDING OF COSTS ASSOCIATED WITH DUE PROCESS /
LEGAL FEES**

Annually, at their September meeting, the JPA Board will determine how much funding, if any will be set aside for the payment of legal fees associated with dispute resolution and costs associated with due process and how such fees will be allocated. LEAs may utilize their proportionate share of set-aside legal fee funding to pay premiums for Special Education Voluntary Coverage Program (SEVCP) through SISC or any other similar insurance program to fund costs associated with due process or legal fees related to special education.

If LEA's do not spend their allocated set aside funds, those funds shall not be carried forward.

The LEA/district shall be responsible for contracting with the SBCSELPA approved attorneys for dispute resolution/legal fees and services associated with due process or other legal fees. All payments for services shall be made by the LEA and submitted to the SBCSELPA office for reimbursement as per policy guidelines.

In cases where the LEA is requesting to access their proportionate share of SBCSELPA set aside funding to pay for costs associated with a due process case or other legal fees, they shall submit the following documentation with a written request to the SBCSELPA Executive Director:

1. A detailed copy of the expenditures (invoices, fully executed settlement agreement, etc.)
2. A brief case summary that provides a chronology of the history in the case for the past three years

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In cases where the parent files for due process, the LEA must submit the following documentation prior to seeking authorization from the SBCSELPA Executive Director to access funds from their proportional share of SELPA set-aside funding for costs associated with due process:

1. Attach a copy of the OAH complaint.

The SBCSELPA Executive Director shall determine if the documentation submitted by the LEA meets the criteria for the LEA to access their proportionate share of set-aside SBCSELPA funds to pay for costs associated with due process or other legal fees within fifteen (15) calendar days. SBCSELPA funding shall be authorized at 100% of the request

not to exceed the amount of funds the LEA has available in their proportionate share of set-aside SBCSELPA funding if the LEA has submitted all required documentation.

In circumstances where the LEA is requesting to access their proportionate share of SBCSELPA set aside funding to pay for general legal consultation related to special education, no case specific documentation shall be required. All legal consultations the LEA requests to be funded out of the LEA's proportionate share of SBCSELPA legal fees funding shall be for special education matters only.

An additional reserve of three hundred twenty-five thousand dollars (\$325,000.00) shall be set aside to fund dispute resolution legal consultation fees and costs associated with due process designated by the JPA Board when an LEA exceeds their annual allocation of SBCSELPA set-aside funding for due process legal consultation fees and costs associated with due process up to \$50,000.00 per student, per school year.

For students being served in regional programs (excluding preschool students defined as being Preschool Specialist students with mild to moderate disabilities and students served in a regional program operated by their district of residence), dispute resolution legal consultation fees and costs associated with due process shall be funded up to \$50,000.00 per student, per school year out of the \$325,000.00 reserve funding. Any remaining costs associated with due process/dispute resolution shall be funded by the district of residence. For Pre-K students being served in SBCEO Pre K Specialist program costs associated with due process shall be the sole responsibility of the student's district of residence (DOR).

The SBCSELPA Executive Director may solicit consultation from other experts as deemed necessary. No committee member shall serve when a case is presented that directly involves their LEA.

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The SBCSELPA Executive Director shall be responsible for compilation of data related to the request and presentation of the case to the JPA Board.

In circumstances where a LEA has exceeded their proportionate share of set-aside funds and determines that funding of dispute resolution legal fees or costs associated with due process would result in a catastrophic financial situation, they may make a request to the JPA Board that the costs be funded out of SBCSELPA legal fee/due process reserve funding up to \$50,000.00. The request shall include a copy of financial records that reflect the status of all district funding sources and a written statement summarizing the financial impact the

payment of the legal fees or costs associated with due process would have on the district financial situation over a three (3) year period.

Prior to the JPA Board considering requests from LEAs to access legal fee/due process reserve funding (for students enrolled in a regional program or in LEA catastrophic financial situations), the following documents shall be submitted to the SBCSELPA Executive Director:

1. A written case summary that provides a chronology of the history in the case for the past three years.
2. Most recent assessment results.
3. Documentation of educational progress/benefit from year to year for past three years.
4. IEP paperwork for the past three years.
5. Important correspondence between the parent/guardian and the LEA.
6. Evidence the district has shown due diligence in attempting to resolve the dispute prior to due process or attorney involvement.

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In instances where an LEA is requesting access to reserve funding to pay for legal consultation fees and costs associated with due process due to a catastrophic financial situation, an ad hoc Dispute Resolution/Due Process Funding Committee may be designated by the SBCSELPA Executive Director on an as needed basis to advise her or him regarding if the merits in the case warrant that the case should not go forward to due process and/or be funded out of SBCSELPA legal fee/due process reserve funding.

The SBCSELPA Executive Director shall make final recommendations to the JPA Board about the merits in the case related to whether or not the case should go forward to due process and/or be funded out of SBCSELPA legal fee/due process reserve funding.

The JPA Board shall review the recommendations made by the SBCSELPA Executive Director and make the final decision about whether or not to fund a request from an LEA in part or whole up to \$50,000 out of legal fee/due process reserve funding annually. The following six areas shall be considered for funding:

1. Legal fees associated with dispute resolution prior to filing for due process
2. Expert witness fees, to include travel costs
3. Independent assessments conducted in preparation for a hearing pursuant to recommendation from legal counsel
4. Due process resolution session, mediation, or due process order settlement costs (compensatory or reimbursement)
5. Legal defense fees
6. Parent attorney fees

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The decision of the JPA Board to fund the due process case in part or in whole shall be determined based on the following criteria:

1. Merits of the case; likelihood of the LEA prevailing at 50% or more
2. Precedence setting value of the case

3. Financial reserve funds available at the time of the request

The SBCSELPA Executive Director shall consult with the LEA as needed during the dispute resolution and/or due process.

If the LEA disagrees with the decision of the JPA Board, and there is no new information in the case, the LEA may appeal the decision to not fund dispute resolution legal fees or costs associated with due process directly to the JPA Board. If the LEA disagrees with the decision of the JPA Board (based on the recommendations of the Dispute Resolution/Due Process Funding Panel), and there is new evidence and/or circumstances in the case, they may refer the case to the SBCSELPA Executive Director, who may designate an ad hoc Dispute Resolution/Due Process Funding Committee to advise him or her regarding the case.

In circumstances where funding of dispute resolution legal fees or the costs associated with due process exceed \$50,000 and the funding of such costs would be catastrophic to the LEA, the LEA may make an appeal to the JPA Board to exceed the \$50,000 limit from reserve funding.

The JPA Board shall annually take into consideration the past history of usage of funds allocated to districts to fund costs associated with due process to determine if certain districts should be assessed a higher per student rate of funds to be taken off the top of their AB 602 funding and set aside for future due process related costs.

If a case that initially involves special education matters but subsequently concerns only Section 504 issues or in all due process matters involving 504 matters, the financial responsibility of all legal fees is the responsibility of the local education agency (LEA).

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XI. NONPUBLIC SCHOOL AND AGENCY COSTS

Federal and state funding provided for mental health IEP services and AB 602 Block Grant funding will be set aside in the Santa Barbara County SELPA (SBCSELPA) Budget shared cost to pay the costs of LEA nonpublic school placements (NPS) made via an IEP decision as specified below. ~~Funding will also be set aside to cover costs of SBCSELPA approved audiological services.~~ For students found eligible for special education as emotionally

disturbed (ED) who are placed in a nonpublic school (NPS) placement due to mental health related concerns shall be funded as follows:

- Only the residential treatment and mental health costs will be eligible for payment through SBCSELPA shared mental health funding as per the funding formula specified in this policy
- SBCSELPA to fund one slot for LEAs with ADA of 5,000 or less at 100% of one placement for the first year/12 months, 50% for the second year/12 months, and 30% for the third year/12 month.
- LEAs who serve students in grades 9th-12th shall receive one additional SBCSELPA funded NPS slot per year at 100% of one placement for the first year/12 months, 50% for the second year/12 months, and 30% for the third year/12 month.
- Santa Ynez Valley Special Education Consortium LEAs and SBCEO Direct Service LEAs shall each be treated as one LEA for purposes of this policy.
- Once the NPS (residential or non-residential) placement costs exceed the set aside SBCSELPA mental health funding in a given school year, any ongoing future excess costs incurred at the SBCSELPA level will be billed back to districts proportionately by total days each district had a student in a NPS placement throughout the school year. These excess costs will be calculated at the current fiscal year end and will be billed back to the districts.

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SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

Placements will be funded as stipulated above in the order the students ~~is~~are placed and shall not be based on the cost of placement.

SBCSELPA will not have oversight for but shall be required to be involved in the IEP decision making placement process of mental health related NPS student placements that exceed the above stipulated caps and are funded 100% by the LEA in order for the placement to be considered for potential future payment out of SBCSELPA shared funding. The funding of costs associated with LEA NPS placements will be reviewed annually concurrent with the Second Interim Report.

All other LEA NPS placements made via an IEP decision shall be funded by SBCSELPA shared costs as follows:

- SBCSELPA fund 70% and LEA/district of residence 30% of a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the first year of placement or first 12 months.
- SBCSELPA fund 50% and LEA/district of residence 50% of a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the second year of placement or second 12 months.
- SBCSELPA fund 30% and LEA/district of residence 70% of a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the third year of placement or third 12 months.

Any NPS placement that continues beyond three years is to be funded 100% by the LEA/district.

For students, that transition from one LEA/district of residence within the SBCSELPA to another, SBCSELPA shall begin funding the placement at 50% and LEA/district of residence 50% for a non-mental health NPS placement that meets the criteria to be paid for out of SBCSELPA shared funding the first year the student is enrolled in the new district unless the student is in the first year of their placement. If the student is in their first 12 months of placement, 70% shall be funded by SBCSELPA shared funding and 30% by the LEA/district of residence for non-mental health NPS placements and 100% for mental health NPS placements.

A year of placement is defined by the initial start date of the NPS services to subsequent year one year later.

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SANTA BARBARA COUNTY
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3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

All nonpublic school and agency placements require the involvement of the SBCSELPA Executive Director or designee in the IEP process, as well as final approval from the JPA Board, in order for SBCSELPA shared cost funding for these services to be provided. The SBCSELPA Executive Director must agree that the placement meets the criteria for the NPS placement to be funded out of SBCSELPA shared funding. Placement of a student in a NPS with or without a residential treatment center placement (RTC) that is funded in whole or in part by SBCSELPA shall be reviewed via an IEP team meeting a minimum of every six months to determine if the placement continues to be the most appropriate placement for the student and to plan for transition to less restrictive environment as appropriate. A placement shall continue to meet criteria for SBCSELPA share funding as per the allocation formula if the IEP continues to recommend the NPS or NPS/RTC as a Free and Appropriate Public Education (FAPE).

Approval for funding of NPS placements out of SBCSELPA shared funding will not be granted if the LEA has not practiced due diligence and exhausted the continuum of least restrictive placements available within the LEA or SBCSELPA prior to the IEP team recommending a NPS placement as FAPE. The JPA Board may approve exceptions to this requirement if it is deemed that an “urgent” situation exists, and it is not appropriate for the IEP team to place a student in a least restrictive placement option prior to recommending an NPS placement. Final approval from the JPA Board is required in order for any NPS placement to be funded out of SBCSELPA shared funding. The following must occur prior to an LEA making a referral for consideration of an NPS placement to be funded out of SBCSELPA shared funding at an IEP meeting:

1. A Request to SBCSELPA to Access nonpublic school (NPS) Funding form must be submitted to the SBCSELPA Executive Director.
2. A three-year case history must be submitted by the LEA special education administrator to the SBCSELPA Executive Director with attached IEP’s and assessments prior to the request and IEP to determine if a referral to an NPS should be considered as an offer of FAPE (except in situations deemed “urgent” as specified above).
3. Within 50 days of a signed Assessment Plan that designates an assessment of need for NPS placement, the LEA shall schedule a meeting to include the SBCSELPA Executive Director, the LEA Special Education Administrator, and the SBCSELPA Mental Health Specialist (if deemed needed) to discuss the case.

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SANTA BARBARA COUNTY
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3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan *(Continued)*

4. For non-mental health eligible students, a conference between the SBCSELPA Executive Director, LEA administrator, and Regional program operator (if applicable) shall occur prior to the IEP to go over the case where their LEA is requesting SBCSELPA consideration for payment.

In order for ongoing SBCSELPA shared funding to be provided for an NPS student placement, the LEA must commit to do the following:

1. Submit a Referral for Consideration of SBCSELPA Funding for NPS Placement to SBCSELPA.

2. Draft an assessment plan for assessment of need for NPS out of home placement. Forward a copy of the assessment plan to SBCSELPA in order for SBCSELPA Mental Health Specialist to participate with the LEA in the assessment process. Complete assessment prior to making referral for NPS placement at an IEP.
3. Ensure that the student has access to any state mandated assessment, to include alternate assessments when appropriate.
4. Actively participate in IEPs and provide appropriate IEP paperwork for each six-month IEP or other reviews as mandated by the IEP team. It is required that an LEA SPED administrator, psychologist, special education teacher, and regular education teacher (when transition back to a district or regional program is being considered) attend NPS IEP meetings. For high school age students, it is also required that a school counselor attend IEP meetings in order to speak to graduation requirements, etc.
5. Work collaboratively with SBCSELPA Executive Director to transition the student back to a placement within the continuum of options available in the SBCSELPA.

The SBCSELPA shall fund a total of four round-trip nonpublic school visits per school year (i.e., parent/guardian trip to visit student or student travel to visit home, etc.). Any visits above and beyond this limit shall be an IEP team decision and are the fiscal responsibility of the district of residence (DOR). All student travel for a home visit must be recommended by the IEP team as part of the transition process for the student to return to a less restrictive environment (LRE) in their home community. SBCSELPA shall fund the costs associated with required supervision or transport to bring the student home. The costs of travel required for students placed in nonpublic schools shall be paid by SBCSELPA at the same proportional rate as the NPS placement. The parent/guardian must be a resident of Santa Barbara County at the time of the requested travel and must adhere to the SBCSELPA NPS travel guidelines.

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SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan *(Continued)*

In the event that it is determined there will be a funding shortfall for payment of a mental health or non-mental health NPS placements at the SBCSELPA level as set forth in this policy in any given school year, any future placements shall be funded by the placing LEA/district of residence. If there is a SBCSELPA ending balance at the end of the year, or a student transitions back and funding becomes available, the LEA may submit a request for reimbursement to the SBCSELPA. Payment will be made in the order the student was placed.

In the event that a LEA/district depletes all of their mental health funding and determines the cost of the NPS placement will create a financial hardship, at the end of the school year, the LEA/district may request that JPA Board review the case and to determine if there is potentially other SBCSELPA level shared funding sources to assist the LEA/district with the cost of the placement. Documentation of the financial hardship shall be provided to the JPA Board.

XII. SELPA BUDGET

Allocations to the SBCSELPA Budget from the block grant to cover the cost of SBCSELPA services will include:

- Fixed allocations as authorized by the JPA Board in an amount sufficient to fully fund anticipated SBCSELPA-level expenditures for the upcoming school year. This amount is subject to the annual COLA.

The SBCSELPA Budget will also include the following additional income sources:

- Regionalized Services Income
 - 2.569% of IDEA Section 619 Preschool Grant Resource 3315 K-12 amount from AB602 block grant
- Federal and State funding for IEP Mental Health services as designated by the Board

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SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

3000	BUSINESS AND NON-INSTRUCTIONAL OPERATION
3200	BUDGET PLANNING PROCESS
3204	AB 602 Special Education Fiscal Allocation Plan <i>(Continued)</i>

In the event that the above allocations for the SBCSELPA budget are insufficient to cover all anticipated expenditures, the JPA Board may take action to increase the fixed allocation to be provided to the SBCSELPA and/or utilize funding set aside for district costs associated with due process.

If the SBCSELPA budget reserves reach levels that exceed what is determined to be necessary for prudent budget planning, the JPA Board may authorize a rebate to the SBCSELPA local education agencies that operate special education programs based on each LEA's share of the total SBCSELPA ADA, excluding regional SDC students.

XIII. PAYMENT FOR INTRA-SELPA PLACEMENTS IN NON-REGIONAL PROGRAMS

It is recommended that districts that enroll special education students in non-regional SDC classes from other districts within the SBCSELPA be allowed to bill the district of residence for the student's placement in such programs.

The charge to the district of residence will be based upon the actual cost of operation of the non-regional SDC class utilizing the same cost accounting methodology as is employed for determining the cost of operating regional programs

The charge to the district of residence will be calculated based upon the actual number of days of enrollment for the school year.

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SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION
- 3200 BUDGET PLANNING PROCESS
- 3204 AB 602 Special Education Fiscal Allocation Plan *(Continued)*

XIV. TREATMENT OF CHARTER SCHOOLS

Charter Schools that are deemed their own LEA for purposes of special education shall receive their special education funding in the same manner as these funds are distributed to non-direct service districts. Current year P-2 ADA will be used for *all other* charter schools. *funding (except Manzanita, Santa Barbara Charter, and Family Partnership).*

XV. LOW INCIDENCE MATERIALS AND EQUIPMENT FUNDS

Be sure this gets updated with the most current language from Ad Hoc Committee

Low Incidence (LI) Materials and Equipment funding will continue to be allocated to LEAs within the SBCSELPA based upon the CALPADS Fall 1 with Low Incidence Disabilities as specified in SBCSELPA policy.

Low Incidence (LI) Funding will be retained at SBCSELPA for Off-the-Top expenditures and to reimburse districts for expenditures based on their allocated amounts.

Off-the-Top amounts will be approved by the SBCSELPA JPA Board in the Annual SBCSELPA Adopted Budget. SBCSELPA will retain a 10% set aside pool. Small LEAs, defined as LEAs with less than 5,000 ADA, may request access to funds in the set aside pool based on extraordinary circumstances, such as new LI students.

Every Small LEA with LI students, will be allocated \$5,000 after off-the-top expenses. The remaining LI funds will be distributed to all LEAs in proportion to current year CALPADS Fall 1 LI student counts.

By September first of each fiscal school year, SBCSELPA will review LI expenditures by LEA from the prior year. Any LEA annual allocation LI funding remaining from the prior year above 25% shall go into a SBCSELPA shared pool to fund any other small LEA unfunded LI costs from the prior year. Any small LEA that can demonstrate they have a shortage of LI funding in a given year to cover LI student needs (as per specified priorities listed below) may submit a request with documentation to the SBCSELPA by June first of the current school year in order to access shared pool LI funding that may become available the following September. If there is SBCSELPA level shared pool LI funding remaining after all prior year LEA expenses are funded, it will be allocated out to SBCSELPA member LEAs by based on numbers/percentages of students identified as low incidence (LI) in the current year.

The following excess cost funding priorities will apply:

- 1st priority — specialized equipment and materials expenses
- 2nd priority — direct services
- 3rd priority — transportation to direct services

If a student with a low incidence disability, receives services from an LEA other than the district of residence (DOR), the non-district of residence LEA that provides the service shall collaborate with the special education administrator of the DOR in order to access low incidence funding to purchase needed equipment, materials, or services. The special education administrator of the DOR shall sign in consent **in writing** all requests to purchases or to seek reimbursement for low incidence equipment, materials, or services, ~~via the SBCSELPA Low Incidence Request Form.~~ **The purchasing district may submit for reimbursement from SBCSELPA utilizing the Low Incidence allocation of the DOR.**

The non-district of residence providing low incidence service to a student shall be responsible for assisting the DOR with purchasing any IEP designated low incidence equipment, materials, or services and maintaining the inventory of any low incidence equipment purchased on behalf of a student.

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SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION
- 3200 BUDGET PLANNING PROCESS
- 3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

XVI. INFANT PROGRAM FUNDING

Infant program funding will be received separately from other AB602 special education revenues. Funds received for operation of programs for infants with disabilities (including both State and Federal funds) will be allocated to the program operators serving infants.

XVII. OUT-OF-HOME CARE FUNDING

The SBCSELPA receives Out-of-Home Care Funding as part of the AB602 allocation. This funding is based on

- 1) the sum of cumulative enrollment for foster youth reported through California Longitudinal Student Achievement Data System
- 2) Average Daily Population at Short Term Residential Therapeutic Programs (STRTP) collected and managed by the Department of Social Services
- 3) Student Count as of April 1st of current year for Community Care (CC), Intermediate Care (IC), and Skilled Nursing Facilities (SNF) collected by the Department of Developmental Services

The funding will be distributed as follows. For funds generated by:

- a) Foster Youth - districts will receive a proportion based on the greater of current or two prior years' ADA
- b) STRTP – distributed to districts based on proportion of days students with IEPs were enrolled in a STRTP program in their district/total SELPA enrollment days of students with IEPs in STRTP programs.

Districts will report days of attendance in STRTPs in their district from June 1st – May 31st. The overlap in school years will allow LEAs to submit their final billing each year by June 30th of the current year. Adjustments for Annual recertifications the following February will be applied proportionately.

- c) CC,IC,SNF – distributed to the geographic district of the facility

Funding will be adjusted during the Annual Certification (February of the following year). Recertifying adjustments will be distributed in accordance with above.

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- Student is assigned to an ed specialist (SPED teacher) for more than 50% of the day either in pull out or general education setting receiving SAI (CASEMIS Code 330)
- Student is assigned a 1:1 assistant for more than 50% of the day (CASEMIS Code 340 or 350)
- Student is assigned an NPA service for 20 hours or more weekly (CASEMIS Code 400)

Reimbursable costs associated with students with a high level of needs who are attending LEA special day class (SDC) shall be calculated annually as per the following funding formula:

- LEAs will receive LCI funding based on their total percentage of students with high needs attending LCI SDC compared to the total ADA of students with a high level of needs attending LCI SDC in the SBCSELPA.
- Transportation costs will not be reimbursable through SBCSELPA and shall be offset by student ADA collected by the LEA.

The annual billing period will be June 1st – May 31st. The overlap in school years will allow LEAs to submit their final billing each year by June 30th of the current year.

Note that Individuals with exceptional needs ages 18 to 22 years old residing in foster family homes and in group homes defined as LCIs are the fiscal responsibility of the district where they reached the age of majority or the district of residence of their conservator (if conserved). The district of responsibility may contact the district where the LCI is located to determine if they are able and willing to serve the student. All costs associated with the placement shall be the fiscal responsibility of the district where the student reached the age of majority or where the conservator resides (if the student is conserved) and are not reimbursable out of SBCSELPA LCI funding.

XVIII. MENTAL HEALTH FUNDING

The board shall annually adopt a budget by June 30th of the current school year to determine how state and federal AB 114 mental health funding shall be allocated for the subsequent school year to include the following:

1. Funding to offset IEP related mental health services and other misc. costs associated with providing mental health IEP services.

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3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

If funding is allocated directly to an LEA, the LEA agrees to follow state and federal guidelines regarding allowable expenditures and will not supplant current program expenses.

The LEA shall maintain a log of expenditures and will provide to the SBCSELPA upon request within five business days so that required expenditure reports can be submitted to the CDE in a timely manner.

2. Payment of costs for therapeutic nonpublic school (NPS) residential treatment center (RTC) placement /services for students found eligible for special education with emotional disturbance (ED) pursuant to the NPS funding model pursuant to Local Plan Policy 3204 Section XII.
3. Funding to offset costs associated with providing staff development and training, supplies and equipment in order to serve students eligible for special education as ED attending regional therapeutic learning programs (TLPs) and day treatment (DT) programs. The annual allocation for supplies for TLP level 1 shall be \$5,000 and TLP Level 2 shall be \$8,000.
4. Funding to offset other indirect costs associated with providing mental health services to students as deemed appropriate by the board on an annual basis.

XIX. PRESCHOOL EQUALIZATION

Beginning in 2018-2019, Federal Preschool Local Entitlement (3320) will be rolled into the Federal Local Assistance Entitlement (3310). In order to continue to provide preschool funds to districts that provide services to preschool age student (through contracts or district provided), the equivalent value provided in the Preschool Grant 3320 in the 2017-18 school year will be deducted from Federal Local Assistance Entitlement and distributed to non-charter elementary districts by grades K-6 ADA. Federal COLA increases will be added each year.

DATE APPROVED: January 8, 1999
DATE REVISED: February 5, 1999

DATE REVISED: June 4, 1999
DATE REVISED: October 4, 1999

DATE REVISED: December 21, 1999
DATE REVISED: January 11, 2000
DATE REVISED: February 8, 2000

DATE REVISED: March 6, 2000
DATE REVISED: October 9, 2001
DATE REVISED: December 10, 2001

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan *(Continued)*

DATE REVISED: April 24, 2002
DATE REVISED: June 3, 2002
DATE REVISED: January 6, 2003
DATE REVISED: March 20, 2003
DATE REVISED: May 5, 2003
DATE REVISED: December 1, 2003
DATE REVISED: September 13, 2004
DATE REVISED: November 3, 2004
DATE REVISED: December 6, 2004
DATE REVISED: March 7, 2005
DATE REVISED: October 3, 2005
DATE REVISED: December 5, 2005
DATE REVISED: March 7, 2005
DATE REVISED: May 1, 2006
DATE REVISED: July 3, 2008
DATE REVISED: November 3, 2008
DATE REVISED: February 2, 2009
DATE REVISED: May 4, 2009
DATE REVISED: September 14, 2009
DATE REVISED: November 2, 2009
DATE REVISED: December 14, 2009
DATE REVISED: May 3, 2010
DATE REVISED: October 4, 2010
DATE REVISED: January 10, 2011
DATE REVISED: June 6, 2011
DATE REVISED: October 3, 2011

DATE REVISED: December 5, 2011
DATE REVISED: February 6, 2012
DATE REVISED: October 1, 2012
DATE REVISED: December 10, 2012
DATE REVISED: May 6, 2013
DATE REVISED: September 9, 2013
DATE REVISED: October 7, 2013
DATE REVISED: December 6, 2014
DATE REVISED: May 5, 2014
DATE REVISED: June 2, 2014
DATE REVISED: December 1, 2014
DATE REVISED: January 12, 2015
DATE REVISED: June 15, 2015
DATE REVISED: October 5, 2015
DATE REVISED: December 7, 2015
DATE REVISED: January 11, 2016
DATE REVISED: June 6, 2016
DATE REVISED: September 12, 2016
DATE REVISED: October 3, 2016
DATE REVISED: December 5, 2016
DATE REVISED: June 5, 2017
DATE REVISED: October 2, 2017
DATE REVISED: November 6, 2017
DATE REVISED: June 4, 2018
DATE REVISED: October 1, 2018

APPENDIX A
 Santa Barbara County SELPA Funding Plan
 Annual Event Schedule

Event		First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
		SELPA provides Enrollment Searches	Data due to SELPA by:	SELPA provides Enrollment Searches	Data due to SELPA by:	SELPA provides Enrollment Searches	Data due to SELPA by:	SELPA provides Enrollment Searches	4 th Quarter data due to SELPA by:
Regional Itinerant VH, O&M, DHH, OT, Pre-K Specialist	Enrollment	3rd Friday of October	October 31st	3rd Friday of January	January 30th	4th Friday of March	April 3rd April 15 th Adopted Budget	June 30 th	July 6th
Regional SDC Mod-Severe Elem, Mod-severe Second., DHH, Preschool, Court and Comm. TLP Level 1, TLP Level 2	Enrollment		October 31st	Operators provide enrollment data July 1 st – December 31 st	January 15th	Operators provide year to date enrollment	March 31st (TLP 1,2 only) April 15 th Adopted Budget	Operators provide year to date enrollment	July 15th
Program Cost updates	Expenses		October 15th	January 15th <i><u>(Optional for District Operators; Submit if significant financial changes that would affect another district)</u></i>			March 31st <i><u>(TLP 1,2 only)</u></i> April 15 th Adopted Budget		July 15th
ESY Actual data	Enrollment & Expenses		September 1st						
Prior Year Adjustments	Expenses		September 30th						
AB602 CDE Exhibits						Feb			Late June- Mid July
Funding Model Updates				Nov Calculated with prior year P-2 ADA		Feb Calculated with prior year P-2 ADA	April		Aug Calculated with greater of current or previous year

DATE REVISED: October 1, 2012

DATE REVISED: November 6, 2017

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APPENDIX B

Regional Class Program Operational Guidelines

1. It shall be the responsibility of the SBCSELPA Executive Director to recommend to the JPA Board establishment of additional regional classes if new regional classes are needed.
2. It is recommended that regional operators adhere to the established related services support staffing levels specified in this policy.
3. It is recommended that regional operators adhere to established class size and instructional aide guidelines as is necessary to effectively implement IEPs. If a program drops to sixty percent (60%) or below the established class size and the Board determines the program shall remain open, the regional operator shall meet with the SBCSELPA Executive Director and special education administrators to discuss if it is feasible to potentially reduce instructional assistant time in the program. The SBCSELPA Executive Director may designate a committee comprised of persons that do not have a conflict of interest to go observe a regional program to make recommendations regarding potential staffing reductions if deemed needed. Any decisions to reduce staffing shall occur within 60 days after the Board determines the program shall remain open (see Attachment 2).
4. Nursing costs for itinerant regional students are not part of regional costs (i.e., vision and hearing screenings).
5. Costs for regional class operations will be determined by grade level and program type including:
 - aide support
 - class size
 - related services support
 - support costs
6. Indirect costs for operation of regional programs ~~other than SBCEO operated programs~~ shall be based on ~~the lesser of the prior year's district indirect cost rate (as~~ **the current year CDE allowable rate for the operator.** ~~established by the state.) or average of the indirect cost rate of all district regional program providers, whichever is less. Indirect cost rates for the SBCEO operated regional programs shall be negotiated annually.~~
7. Districts proposing to take over operation of regional programs or to take back programs for only their students who are currently served in a regional program must give notice of such intention to the SBCSELPA and regional program provider prior to July 1 of the fiscal year preceding the school year of the requested program transfer unless otherwise agreed upon by the current regional program operator and district proposing to take back services as specified in education code.
8. If new instructional aides or other support staff are deemed needed in regional programs due to increased enrollment above recommended staffing levels, regional operators shall submit to the SBCSELPA Executive Director a request for increased staffing. Regional operators shall also request the assistance of the SBCSELPA Executive Director, and a committee comprised of the special education administrators and business officials from districts in SBCSELPA in

brainstorming other solutions to unique staffing needs. The SBCSELPA Executive Director shall make final recommendations to the JPA Board.

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9. Necessary related services for students who receive regional itinerant deaf and hard of hearing (DHH) or visual handicapped (VH) support but who are not enrolled in a regional SDC program shall be provided by the student's district or residence.
10. Funding for sign language interpreters to facilitate participation of students with hearing impairments in school-sponsored extracurricular activities (including those taking place during periods of school vacation) shall not be considered an acceptable regional program expense and the district of residence (DOR) shall be responsible for all costs.
11. Funding for regional sign language interpreters that serve student(s) enrolled in a special day class deaf and hard of hearing (DHH) program shall be billed as part of the regional class expense. **Interpreters for students on SDC Caseloads who are in a general ed classroom for more than 50% of the day will be billed to the DOR and not included in the Regional DHH SDC program expenses.**
12. Funding for regional itinerant sign language interpreters that serve a LEA/district student(s) at their DOR and are not enrolled in a special day class DHH program shall be the fiscal responsibility of the DOR of each student served and be cost neutral to the regional operator. The regional program operator shall calculate the costs associated with regional itinerant sign language interpreters as a separate line item in the regional DHH program billing. The billing shall list the student name, dates served, daily time of service, and location of services. The total costs shall be for the duration of the interpreter's annual contract in order to ensure that regional program operators do not incur costs for which they are not reimbursed.

DATE REVISED: October 4, 2010
DATE REVISED: June 6, 2011
DATE REVISED: October 5, 2015
DATE REVISED: December 7, 2015
DATE REVISED: December 5, 2016

Recommended Related Services FTE Support for Regional Programs by Program Type

PROGRAM TYPE	Mod/Severe Elementary	Mod/Severe Secondary	Preschool SDC	TLP	DHH SDC	Itinerant HH/VH	Preschool Specialist	JCCS RSP/SDC
Psychological / Behavioral Services	.20	.10 - .25	.30	.70 (Psych/MH /BCBA combined)	.30	.05	.15	.375
Related Services Nurse	.05	.05	.05	.025	.015	.015	.02	.025
Speech/Language	.10 - .20	.10	.20 - .40	.05	*.20	0	0	.025
Vocational Education	0	.15	0	.10	0 (pre k – 8 th) .10 (9 th up)	0	0	0 (pre k – 8 th) .10 (9 th up)
Adaptive P.E.	.10	.05	.20	.05	.10	0	.025	0
TOTAL	.325 - .435	.335 - .555	.75 - .95	.925	.40 - .50	0	.075	.21 - .31

- 1.00 = Full time per class
- .50 = 2½ days per week per class
- .20 = 1 day per week per class
- .10 = ½ day per week per class
- .05 = ¼ day per week per class

Note: Regional Program operators shall be allowed line-item discretion (by staff type) when planning for the allocation of funding to cover costs of related services support staff and submitting expenditure reports to SBCSELPA

- REVISED: January 9, 2012
- REVISED: May 6, 2013
- REVISED: October 7, 2013
- REVISED: October 5, 2015
- REVISED: December 7, 2015
- REVISED: October 2, 2017

REVISED: March 4, 2019

REVISED: August 31, 2020

Recommended Staffing Levels for Regional Programs

Regional Programs	Recommended Average Class Size/Caseload Per 1 FTE	Recommended Daily/Weekly Classroom Support Provider Hours
TLP		
K-6	8-12	Daily: <ul style="list-style-type: none"> • 12 hrs. behavior aide support (two 6 hr. behavior aides) Weekly: <ul style="list-style-type: none"> • 20 hours of Mental Health therapist support • 6 hours BCBA support • 8 hours of school psychologist support
7 – 8	* 10-12	Daily: <ul style="list-style-type: none"> • 12 hrs. behavior aide support (two 6 hr. behavior aides) Weekly: <ul style="list-style-type: none"> • 20 hours of Mental Health therapist support; • 6 hours BCBA support; • 8 hours of school psychologist support
9 - 12	* 10-12	Daily: <ul style="list-style-type: none"> • 12 hrs. behavior aide support (two 6 hr. behavior aides) Weekly: <ul style="list-style-type: none"> • 20 hours of Mental Health therapist support or .50 FTE • 6 hours BCBA support; • 8 hours of school psychologist support or .20 FTE
Pre. Specialist Inclusion	32	6 hrs. per teacher
Severe/Profound		
Pre. SDC	8-9 ½ day class size	12 hrs. (2 aides per 3 hr ½ day session)
Pre-K Autism	8 5 hr. day	15 hrs. (3 aides)
K-3	8-9	18 hrs.
4-6	8-10	18 hrs.
7-8	8-10	18 hrs.
9-12	8-10	18 hrs.
18-22	8-10	18 hrs.
VH Itinerant	15-18	8 hrs. Brailist

O & M	15-18	Shared 6 hour aide w/VH Itinerant
Occupational Therapy	**20-30 (Direct service consults count toward caseload numbers: 2 direct service consults = 1 direct service)	N/A

Regional Programs	Recommended Average Class Size/Caseload Per 1 FTE	Recommended Daily Classified Support Provider Hours Total (aide, aide interpreter, interpreter)
DHH		
Pre. Itinerant	6-8 ½ day caseload	0 hrs.
Pre. SDC	6-8 ½ day class size	6 hrs (2 aides per 3 hr. ½ day session)
Prim. SDC	6-9	9 hr. (1:3 hr. aide + 1:6 hr. aide)
(3) 4-6	9-12	12 hr.
7-8	9-12	12 hr.
9-12	9-12	6 hr.
***Pre K-12 Itinerant and Full Inclusion	12-18	Classified staff hours to be determined by student population and location and reported to SBCSELPA

*These recommended staffing levels are for regional TLP students who are in the TLP classroom for 50% or more of their day, unless the IEP team developed a transition plan in order to transition the student back into general education.

**Mileage in excess of 300 miles monthly is to be considered.

***LEA must report the name of DHH classified staff, position, hours and student name when submitting regional program expenditure report to SBCSELPA.

All recommended staffing levels are “recommendations only”; if regional program enrollment exceeds the recommended levels, regional program operators shall request assistance of the SBCSELPA Executive Director to seek advisement regarding solutions from LEA special education administrators and business officials. The SBCSELPA Executive Director shall make recommendations to the JPA Board for staffing or program increases as deemed appropriate.

10/3/2011

DATE REVISED: May 7, 2012

DATE REVISED: May 6, 2013

DATE REVISED: May 4, 2015

DATE REVISED: October 2, 2017

DATE REVISED: September 10, 2018

Appendix B – Attachment 3
Allowable Regional Program Administrative & Classified Clerical
Support Charges (percentage to total program cost)

PROGRAM	COUNTY OFFICE SBCEO	DISTRICT
Severely Handicapped (SH)		
Administrative	4.7%	4.2%
Classified Clerical	2.9%	1.9%
GROW		
Administrative	0.0%	<i>8.0% <u>20% of</u> <u>On-Site</u> <u>Administrator</u></i>
Clerical	0.0%	1.9%
Deaf and Hard of Hearing (DHH) SDC		
Administrative	4.3%	3.5%
Clerical	2.9%	1.9%
Pre-K		
Administrative	5.1%	3.8%
Clerical	2.9%	1.9%
Deaf and Hard of Hearing (DHH) Itinerant		
Administrative	5.2%	3.9%
Clerical	2.9%	1.9%
Occupational Therapy (OT)		
Administrative	5.8%	4.5%
Clerical	3.4%	1.9%
VH O&M		
Administrative	4.7%	3.9%
Clerical	2.9%	1.9%
Pre-K Specialist		
Administrative	4.6%	3.3%
Clerical	2.9%	1.9%
Court & Community		
Administrative	3.1%	NA

Clerical	2.9%	NA
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APPROVED: June 6, 2011
 REVISED: March 5, 2012
 REVISED: February 2, 2015
 REVISED: June 5, 2017

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APPENDIX C

Fiscal Allocation Plan Calculation Detail for Extended School Year

LEA's shall be responsible for the set up and operation of ESY programs for non-regional program students enrolled in their LEA.

ESY regional program costs shall be funded by the districts of residence of students served by the program.

Reimbursement to regional program ESY staff members for student related expenses including supplies, food, duplicating/ copying, and transportation for field trips shall not exceed \$100.00 per teacher and \$50.00 per DIS provider.

ESY regional programs shall be housed at the same location they are housed during the regular school year unless other mutually agreed upon arrangements are made between the district providing housing and the regional program operator. The following costs shall not be reimbursed to districts as part of providing housing for ESY regional programs:

- Rental, custodial or utilities fees charged for ESY classroom use
- Indirect costs

DATE REVISED: November 7, 2005
 DATE REVISED: May 4, 2009
 DATE REVISED: June 1, 2009
 DATE REVISED: May 3, 2010
 DATE REVISED: December 6, 2014

APPENDIX D

—FUTURE STUDIES

~~As part of the process of refining the SBCSELPA's Long Term AB 602 Funding Plan, the following issues will be studied with recommendations forwarded to the JPA Board:~~

~~Study whether special financial consideration should be given long term to small districts that have transitioned from direct to non-direct service district status.~~

~~Study whether special financial consideration should be given for sparsity factors and for districts meeting the direct service district size criteria.~~

~~Study whether funding should be provided through the SBCSELPA Budget to offset the cost of additional accounting tasks associated with implementation of the new funding model.~~

~~Study the cost implications of Regional programs were to be funded totally as pay as you go or ½ pay as you go and ½ as a shared expense.~~

~~Study whether special financial consideration should be given to districts serving LCI students in district SDC programs.~~

APPENDIX E

Definition of Sparsely Populated Districts

The following section of the Education Code is taken from the 1997 California Special Education Programs Composite of Laws. It reflects Education Code language describing special education funding under the J-50 funding system, prior to Education Code amendments that resulted in implementation of the AB 602 funding legislation.

E.C. 56728.6 (d) (1)

- (A) Sparsely populated districts are school districts that meet one of the following conditions:
- (i) A school district or combination of contiguous school districts in which the total enrollment is less than 600 students, kindergarten and grades 1 to 12, inclusive, and in which one or more of the school facilities is an isolated school.
 - (ii) A school district or combination of contiguous school districts in which the total student density ratio is less than 15 students, kindergarten and grades 1 to 12, inclusive, per square mile and in which one or more of the school facilities is an isolated school.
- (B) Isolated schools are schools with enrollments of less than 600 students, kindergarten and grades 1 to 12, inclusive, that meet one or more of the following conditions:
- (i) The school is located more than 45 minutes average driving time over commonly used and well-traveled roads from the nearest school, including schools in adjacent special education local plan areas, with an enrollment greater than 60 students, kindergarten and grades 1 to 12, inclusive.
 - (ii) The school is separated, by roads that are impassable for extended periods of time due to inclement weather, from the nearest school, including schools in adjacent special education local plan areas, with an enrollment greater than 600 students, kindergarten and grades 1 to 12, inclusive.
 - (iii) The school is of a size and location that, when its enrollment is combined with the enrollments of the two largest school within an average driving time of not more than 30 minutes over commonly used and well-traveled roads, including school in adjacent special education local plan areas, the combined enrollment is less than 600 students, kindergarten, and grades 1 to 12, inclusive.
 - (iv) The school is the one of normal attendance for a severely disabled individuals, as defined in Section 56303.5, or an individual with a low-incidence disability, as defined in Section 56026.5, who otherwise would be required to be transported more than 75 minutes average one-way driving time over commonly used and well-traveled roads, to the nearest appropriate program.

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3200 BUDGET PLANNING PROCESS

~~3207 Methodology for Counting Students with Low Incidence Disabilities and Allocating Low Incidence Funds~~

~~The district of residence (DOR) of the student shall receive the low incidence funding allocated. Low incidence funds generated by students with low incidence disabilities shall be maintained at the SBCSELPA and allocated to DORs annually to reimburse any low incidence expenditure made on behalf of students with low incidence disabilities.~~

~~Low incidence funds are allocated annually to SBCSELPA district of residence (DOR) of students with low incidence disabilities on a per student dollar amount basis based on the total number of students with low incidence disabilities reported on the CALPADS Fall 1. The per student dollar amount is derived by dividing the number of low incidence students reported SBCSELPA wide into the SBCSELPA total amount of low incidence service funds received.~~

~~If a student with a low incidence disability, receives services from an LEA other than the district of residence (DOR), the non-district of residence LEA that provides the service shall collaborate with the special education administrator of the DOR in order to access low incidence funding to purchase needed equipment, materials, or services. The special education administrator of the DOR shall sign in consent all requests to purchases or to seek reimbursement for low incidence equipment, materials, or services via the SBCSELPA Low Incidence Request Form.~~

~~The Any non-district of residence providing low incidence service to a student shall be responsible for assisting the DOR with purchasing any IEP designated low incidence equipment, materials, or services and maintaining the inventory of any low incidence equipment purchased on behalf of a student.~~

EDUCATION CODE 56206

DATE APPROVED: September 5, 1997

DATE REVISED: December 9, 2002

DATE REVISED: June 6, 2016

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers

1. The SBCSELPA Executive Director shall consider closure of a regional class/program by January 15th of the year preceding the potential closure when the number of students drops below sixty percent of the recommended SELPA Plan caseload. Such consideration shall be reviewed by a committee designated by the SBCSELPA Executive Director to include the regional program operator, special education administrator, affected LEA special education administrators (from both LEAs of current students served and sending LEAs in the following school year), and at least one or more parent(s) of a student served in the program. The committee shall consider the following when making recommendations regarding potential closure of a regional class/program:
 - Historical class size data for past two years
 - Projected class size for next two future years
 - Age span of students
 - Purpose and intent of the class/program
 - Other viable options that provide FAPE in LRE and most appropriate setting
 - Parent input
 - Fiscal impact of closing the class/program versus keeping it open

Recommendations from the committee shall be discussed with the special education administrators and business official from districts in SBCSELPA in order to determine it is feasible to close the regional class/program and continue to meet student IEP needs.

The SBCSELPA Executive Director shall make final recommendations for closure of regional classes/programs to the JPA Board.

2. The SBCSELPA Executive Director shall consider an LEA's request for closure of a regional class/program when such request is put in writing and forwarded to the SBCSELPA Executive Director by September 1 of the year preceding the proposed regional class/program closure. Such consideration shall be discussed with the district and a committee comprised of the special education administrators and business official from districts in SBCSELPA in order to determine it is feasible to close the regional class/program and

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

continue to meet student IEP needs. The LEA and SBCSELPA Executive Director shall also ensure that there has been involvement and representation of parents of all affected students and staff (e.g., special and non special education teachers, itinerant specialists, administrators, and classified) in the planning process. The SBCSELPA Executive Director shall make final recommendations for closure of regional classes/programs to the JPA Board.

3. The SBCSELPA Executive Director shall consider a LEA's request (sending or receiving) to transfer program(s) and service(s) (in whole or in part) when the sending or receiving agency has informed the other agency and the SELPA prior to the first day of the second fiscal year beginning after the date on which the transfer will take place unless both LEA's involved unanimously approve that the transfer take place on the first day of the first fiscal year following that date. The SBCSELPA Executive Director shall make final recommendations regarding program and service transfer requests (in whole or in part) to the JPA Board.
4. If an LEA requests (sending or receiving) to transfer program(s) and service(s) (in part or in whole) less than a year and a day prior to the proposed transfer, a written letter of request shall be made to the administrator of the

current program operator and SBCSELPA Executive Director prior to a final recommendation going forth to the JPA Board. The SBCSELPA Executive Director shall receive confirmation in writing from the current program operator that they approve the requested date of transfer in part or in whole.

5. The LEA requesting program and service transfers certifies that the agency will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code prior to the transfer. Specifically, the receiving LEA/District shall provide the Board a detailed program transfer plan that includes all of the following:
 - Evidence student needs within the SBCSELPA can be met
 - Evidence availability of a full continuum of services to affected students has been considered

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

- Evidence continuation of current IEPs of affected students has been considered
- Evidence provision of services and least restrictive environment (LRE) for affected students has been considered
- Evidence of maintenance of all IEP support services has been considered
- Assurance statement that there will be compliance with all federal and state laws and regulations and SBCSELPA policies
- Evidence parents and staff were represented in the planning process for both the sending and receiving LEA
- Evidence of an agreed upon plan between sending and receiving LEAs for transfer of equipment

- Proposed plan for facilities
 - Certification of the receiving LEA's governing board
6. When a reorganization (including the closure of a regional class/program or program and service transfer) of special education programs under the Local Plan results in the termination, reassignment, or transfer of an employee, certificated and classified employee rights shall be determined in accordance with applicable statutes. (See Ed. Code § 44903.7, 45120.2.)

An ad hoc committee review team may be designated by the SBCSELPA Executive Director on an as needed basis to advise her or him regarding potential regional class/program closures or program and service transfers.

This team may at the discretion and direction of the SBCSELPA Executive Director, review significant data regarding the regional class/program and/or make an on-site study prior to making a written recommendation to the SBCSELPA Executive Director as to its findings:

1. Projected class size based on the CALPADS Fall 1 of the past 3 years and current enrollment shall be considered in the case of a recommendation for a regional class/program closure or program and service transfers

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3200 BUDGET PLANNING PROCESS

3208 Closure of Regional Programs or Program and Service Transfers (*Continued*)

2. Student needs
3. Exceptional circumstances such as population, sparsity and low incidence disabilities shall also be considered in order to assure the availability of the full continuum of service to affected students

4. The functional continuation of the current individualized education programs of all affected students. The team must assure that the affected students' IEPs, to include appropriate support services, can be appropriately implemented in another setting in the case of a regional class/program closure or program and service transfer
5. The provision of services in the LRE from which the affected students can benefit
6. The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies
7. The means through which parents and staff will be represented in the planning processes
8. If it is a request to close a regional class/program or to transfer program(s) and service(s), consideration shall be given to whether another program operator is willing and able to assume responsibility for the program in order to assure a full continuum of service.
9. How certificated and classified personnel will be affected by the transfer.
10. Fiscal impact of regional class/program closure or program and service transfer.

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Closure of a regional class/program or program and service transfers shall occur at the beginning of the next fiscal year unless the program operator(s) unanimously agree that the closure take place at a different time.

The LEA requesting program and service transfers shall notify the SBCSELPA and JPA Board by January 15th of the year prior to the closure/transfer of a program or service if they plan to rescind the request.

California Education Code Part 30, Section 56207; 45120.2; 56822; 44903.7

DATE APPROVED: June 12, 1987
 DATE REVISED: November 8, 1991
 DATE REVISED: March 3, 1995
 DATE REVISED: December 9, 2002
 DATE REVISED: April 7, 2008
 DATE REVISED: November 2, 2009
 DATE REVISED: October 7, 2013
 DATE REVISED: September 8, 2014
 DATE REVISED: June 15, 2015
 DATE REVISED: January 9, 2017

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3209 Criteria for Funding and Fading Additional Instructional Assistant Time Assigned to Regional Programs to Address Behavior Issues

In an effort to promote maximum independence, interaction with peers, and group participation and substitute positive replacement behaviors for maladaptive behaviors, additional instructional assistant support will be assigned to the classroom of individual students exhibiting serious behavior problems in conformance with the following guidelines:

1. Whenever a regional program operator requests additional instructional assistant time is requested for behavioral support in Regional classrooms, the expectation is that the additional instructional assistant time will be assigned to the class as a whole rather than to an individual student.
2. In all cases where additional instructional assistant time is assigned to a Regional class, the studentren for whom the additional behavioral support is needed must have a behavior support plan or a Hughes Bill plan that includes specific criteria for fading the additional instructional assistant time.
3. All requests for funding for additional instructional assistant time for Regional programs to address behavior issues must be accompanied by the following information:
 - a. A description of and data documenting the frequency and intensity and antecedents related to the maladaptive behaviors prompting the request for additional instructional assistant time.
 - b. A description of the prior interventions that have been attempted to address the behavior and the results of these interventions.
 - c. A description of the goal/anticipated outcome to be achieved by adding the additional instructional aide assistance.
 - d. A summary of the portion of the behavior plan that describes the criteria for fading the additional instructional assistant time.
4. The behavior plans developed to address the maladaptive behavior requiring the addition of instructional assistant time shall include the following components:

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3200 BUDGET PLANNING PROCESS

3209 Criteria for Funding and Fading Additional Instructional Assistant Time Assigned to Regional Programs to Address Behavior Issues (*Continued*)

- a. A statement that the instructional assistant is assigned to the class rather than to an individual student in order to achieve the following objectives:
 - the classroom teacher will have flexibility to work directly with the student exhibiting specific maladaptive behaviors
 - the instructional assistant will be is seen as an intervention and not as a permanent component of the placement
 - the student will not become aide dependent.
- b. The criteria for fading the additional instructional assistant intervention built into the target behaviors and tied directly to the decreasing frequency of the target behaviors.
- c. A description of the ongoing support that will be available to the student and the class should the target behaviors recur to some degree after the additional instructional assistant time is discontinued (i.e., other assistant support for another class on campus, a floating assistant, etc.).

The above policy is not applicable to districts operating regional programs when the majority of students (majority defined as 80% or more of the students) enrolled in the program belong to the district operating the program. If a district operating a regional program where the majority of students belong to the district feels there is a need for additional supplemental instructional assistant time to address behavior issues, they shall contact the district of residence (DOR) special education administrator of any students attending the program to consult regarding the need for supplemental instructional assistant staffing.

DATE APPROVED: December 4, 2000
DATE REVISED: December 9, 2002
DATE REVISED: January 11, 2016

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3200 BUDGET PLANNING PROCESS

3210 Use of and Approval for Nonpublic Agency Services for Regional Programs

Regional Operators may contract with a Nonpublic Agency to provide personnel/services in the event that the provider is unable to hire personnel to provide the services.

Nonpublic agency services provided to students enrolled in regional programs shall be a shared SBCSELPA expense through the regional program funding mechanism.

All other nonpublic agency service costs shall be the responsibility of the contracting local education agency pursuant to SBCSELPA Policy 3217.

When the operator of a regional program concludes that:

1. Additional services are required to support the program, and
2. These additional services should be provided by contracting with a non-public agency

The Regional operator will present its request to the JPA Board for discussion and subsequent action.

No contract with a non-public agency for the purpose of augmenting services to a regional program shall be developed without prior approval of the JPA Board and review by the SBCSELPA Executive Director.

The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such requests.

DATE APPROVED: June 3, 1992
DATE REVISED: March 4, 1994
DATE REVISED: March 3, 1995
DATE REVISED: December 9, 2002
DATE REVISED: December 14, 2009

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3200 BUDGET PLANNING PROCESS

3212 State Residential School

The SELPA and its member local education agencies shall be financially responsible for the placement of individuals with disabilities in nonpublic/state residential schools and for nonpublic agency services as outlined below:

1. The Santa Barbara County SELPA (SBCSELPA) shall be responsible for the costs associated with placement of SBCSELPA-resident students in the state residential schools.
2. The funding of SRS placements shall exclude those provided via settlement agreement and/or as compensatory education. Such costs shall be the sole responsibility of the district of residence, pursuant to SBCSELPA Local Plan Policy 3217.
3. The SBCSELPA shall be responsible for the costs associated for audiological services pursuant to an IEP, as follows:
 - One annual audiological assessment and two hearing aide checks annually per student with an IEP ages 3-12.
 - Plus, audiological assessment every three years and two hearing aid checks annually per student with an IEP ages 13-21.

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- 3000 BUSINESS AND NON-INSTUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3212 State Residential School (*Continued*)

- ~~4. Nonpublic agency services provided to students enrolled in regional programs shall be a shared SBCSELPA expense through the regional program funding mechanism.~~
- ~~5. All other nonpublic agency service costs shall be the responsibility of the contracting local education agency pursuant to SBCSELPA Policy 3217.~~

The SBCSELPA and its member local education agencies shall pay to the nonpublic, nonsectarian school or agency the full amount of the tuition and other related services for individuals with disabilities enrolled in such programs pursuant to the provision of the current master contract. **Districts shall invoice SELPA for the amount that is deducted from their principal apportionment for state residential placements.**

(EDUCATION CODE. 56365(d))

DATE APPROVED: January 9, 1987 .
DATE REVISED: November 10, 1988
DATE REVISED: November 8, 1991
DATE REVISED: December 9, 2002
DATE REVISED: November 7, 2005

DATE REVISED June 4, 2007
DATE REVISED: September 14, 2009
DATE REVISED: June 4, 2012

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- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3213 Chargebacks for LCI Nonpublic School Costs

In the event that the state budget for LCI nonpublic school and agency funding is exceeded and additional state funding is not provided, the resulting deficit in funding for LCI nonpublic school and agency services shall be considered part of the SBCSELPA's total regional program expenses to be shared by all districts within the SBCSELPA.

DATE APPROVED: April 15, 1994
DATE REVISED: December 9, 2002

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3200 BUDGET PLANNING PROCESS

3214 Payment for Independent Educational Evaluations (IEE)

1. For non-regional programs, the district of residence of the student (which shall include the County Education Office for studentren residing in direct service districts who receive special education services from County Education Office staff), shall be responsible for payment of the costs of independent educational evaluations.
2. For regional programs, the costs of independent educational evaluations shall be included in the total costs for operation of the Regional Program under the following circumstances:
 - a. The parent requests an IEE and the regional program operator, with the agreement of the SBCSELPA Executive Director, determines that the IEE should be provided at public expense in lieu of requesting a due process hearing to show that its assessment was appropriate.
 - b. The parent requests reimbursement for an IEE obtained privately and the regional program operator, with the agreement of the SBCSELPA Executive Director, determines that the IEE should be funded in lieu of requesting a due process hearing to show that its assessment was appropriate.
 - c. The parent files a complaint with either the California Department of Education or the Office for Civil Rights and the corrective action requires payment of the costs of an IEE.
3. For studentren enrolled in regional programs, the cost of an IEE included as part of a mediation settlement agreement or due process hearing decision shall be included in the total costs for operation of the Regional Program.

DATE APPROVED: January 10, 2000
DATE APPROVED: February 4, 2002
DATE REVISED: December 14, 2009
DATE REVISED: February 1, 2016

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3200 BUDGET PLANNING PROCESS

3215 Provision of Special Education Services to Parentally Enrolled Private School Students

Local education agency (LEA) members of the Santa Barbara County SELPA shall annually spend a proportionate share of IDEA Part B local assistance subgrant federal funds to provide special education and related services to studentren with disabilities enrolled by their parents in private school, including religious, schools or facilities that meet the definition of elementary school or secondary school, located in the school district served by the LEA. These funds may not be used for repair, remodeling, or construction of private school facilities.

Annually the SBCSELPA Executive Director shall inform each district of the amount of federal special education dollars to be spent on private school students. The proportionate share of funding to be expended on parentally-placed private school students shall be determined by calculating *the LEA's number of students with Plan Type 200/700 for studentren ages 3-21 in the prior year CALPADS EOY4 report multiplied by the SELPA-wide average share per IDEA eligible student. The SELPA wide average share per IDEA eligible student will be calculated based on the Private Share Proportionate Worksheet required by the grant. Districts will be required to sign a document acknowledging their proportionate share or an assurance if they do not have a proportionate share amount*, based on CALPADS Fall 1 private school student count, the ratio of the total number of school age studentren eligible for special education who reside in

~~the LEA's jurisdiction to the total number of private school studentren with disabilities aged 3 through 21 who are enrolled by their parents in private school, including religious, elementary schools and secondary schools located in the school district served by the LEA. Parentally placed private school studentren with disabilities aged three through five who are enrolled by their parents in a private school, including religions , elementary school located in the school district served by the LEA shall be considered to be parentally placed private school studentren with disabilities, and included in the total private school student count, only if they are enrolled in a private school that meets the definition of elementary school in CFR §300.13.~~

~~The total of the LEA's current year IDEA Part B local assistance subgrant for school age studentren shall be multiplied by this ratio to determine the proportionate share of the LEA's Part B subgrant for school age studentren with disabilities that must be expended during the grant period on the provision of special education and related services for the parentally placed private school studentren with disabilities enrolled in private school within the LEA's jurisdiction.~~

If an LEA has not expended its proportionate share of Subgrant Part B Federal funding for parentally placed school services in the fiscal year the money was appropriated, the LEA may carry-over the funds for a period of one additional year.

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3200 BUDGET PLANNING PROCESS

3215 Provision of Special Education Services to Parentally Enrolled Private School Students (*Continued*)

Prior to December 1 of each school year, the SBCSELPA Executive Director, in collaboration with LEA special education administrators/designees, shall engage in timely and meaningful consultation with private school representatives and representatives of parents of parentally placed private school studentren with disabilities regarding the following:

1. How parentally placed private school studentren suspected of having a disability can participate equitably; student find process.
2. How parents, teacher and private school officials will be informed of the process.
3. How the proportionate share of Subgrant Part B Federal Funds is to be expended on students parentally placed in private schools is calculated.
4. How the consultation process will occur throughout the school year.
5. Provision of services; types of services including direction and alternate service delivery mechanisms.
6. How special education and related services will be apportioned if funds are insufficient to serve all parentally placed private school studentren; how and when those decisions will be made.
7. How, if the LEA disagrees with the views of the private school officials on the types of services (whether to be provided directly or through a contract), the LEA will provide the private school officials with a written explanation of the reasons why they chose not to provide services directly or through a contract.

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3200 BUDGET PLANNING PROCESS

3215 Provision of Special Education Services to Parentally Enrolled Private School Students *(Continued)*

The SELPA/LEAs shall obtain a written affirmation signed by the representatives of participating private schools confirming that timely and meaningful consultation has occurred on an annual basis. After the annual consultation meeting with representatives of participating private schools has occurred, LEAs in the SBCSELPA that have private schools located within their boundaries shall develop follow-up guidelines regarding the special education and related services to be provided to special education eligible students enrolled in private schools in their jurisdiction. These guidelines will include the following:

1. Service location options
2. Service provider options (public school employees or contractors)
3. Types of services to be provided pursuant to service plans

EDUCATION CODE: Title 34 CFR Section 300.130-144; Title 20 USC Section 1412 (a) (A) (i)

DATE APPROVED: January 10, 2000

DATE REVISED: November 6, 2000

DATE REVISED: January 5, 2009

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3200 BUDGET PLANNING PROCESS

3217 Responsibility for Funding Calculations

The SBCSELPA Joint Powers Agency Board acknowledges the importance of provision of timely and accurate data and calculations in the development of spreadsheet information for special education fund allocations in areas including but not necessarily limited to costs associated with housing of regional classes and apportionment of special education funding pursuant to the SBCSELPA's AB 602 Fiscal Allocation Plan.

In conjunction with the above, the SBCSELPA office shall have the responsibility for the following:

- Receipt and allocation of funding to LEAs
- Collecting data for spreadsheet development
- Compiling data in spreadsheet formats, as appropriate
- Providing to SBCSELPA LEA business and special education administrative personnel back-up data and methodology used for all calculations.

The SBCSELPA LEAs shall be responsible for the accuracy of the data submitted to the SBCSELPA office to be used for fiscal calculations.

The SBCSELPA LEAs shall share responsibility with the SBCSELPA office for checking the accuracy of the calculations pursuant to allocation policy guidelines.

Any data or calculation errors identified shall be corrected for the current fiscal year and shall not be applied retroactively to prior fiscal years.

I. DISTRIBUTION OF FUNDING AND REGIONAL PROGRAM EXPENSES

The Administrative Unit will receive all special education revenues, Federal and State, in a Fund 76 as a cash-conduit for the SBCSELPA. The AU, as the Federal Grantee, will record receipt of funds and pass those funds to SBCSELPA's Fund 10.

All SBCSELPA apportionments shall be made through the SBCSELPA's Fund 10.

The SBCSELPA shall transfer funds and expenses to member LEAs based on the SBCSELPA Funding Model.

- Regional Program operators shall be reimbursed for program costs by the district of residence (DOR) member LEA for each student attending the regional program.

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SANTA BARBARA COUNTY
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3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200 BUDGET PLANNING PROCESS

3217 Responsibility for Funding Calculations (*Continued*)

- The DOR shall record the regional program cost paid to the Regional Program Operator as a transfer between a district or County as appropriate.

DATE APPROVED: October 6, 2003

DATE REVISED: June 4, 2018

DATE REVISED: May 3, 2021

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3218 Federal Maintenance of Effort Requirement

Santa Barbara County SELPA (SBCSELPA) member local education agencies recognize that the intent of the federally mandated maintenance of effort (MOE) requirement is to ensure the provision of appropriate services for students with disabilities.

The governing board of each local education agency (LEA) of which the Santa Barbara County SBCSELPA is comprised has adopted an assurance statement regarding the maintenance of local financial effort relative to the receipt of federal special education funds. Pursuant to these locally adopted assurance statements, it is the expectation that all individual sub-grant recipient member agencies (LEAs) of the SBCSELPA shall meet the MOE requirement on a yearly basis. As each school year progresses, it shall be the responsibility of each SBCSELPA LEA to monitor expenditures for special education to assure that the LEA is on track to meeting the MOE.

LEAs shall be deemed to have met the MOE if their expenditure data meets the MOE parameters as set forth in the implementing regulations of the Individuals with Disabilities Education Act (IDEA).

If the expenditure data of an individual sub-grant recipient member LEA indicates that the MOE standard will be met only through application of the criteria outlined in Section 300.232 of the IDEA (Exception to Maintenance of Effort), SBCSELPA Executive Director shall review such data and make a recommendation to the JPA Board regarding whether the criteria for exception to MOE have been met. The JPA Board shall take action to approve or deny the recommendation of the SBCSELPA Executive Director.

The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such requests.

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
- 3200 BUDGET PLANNING PROCESS
- 3218 Federal Maintenance of Effort Requirement (*Continued*)

In the event that the JPA Board determines that a member LEA submits a LEA Maintenance of Effort Calculation Worksheet (LMC-B) that fails to meet the IDEA budget to actual eligibility requirement to receive IDEA funds, the SBCSELPA shall document that it has withheld the LEA's allocation of federal

funds until the LEA can demonstrate to the SBCSELPA and the California Department of Education (CDE) that it will meet the LMC-B requirements.

In the event that the JPA Board determines that a member LEA submits an LEA Maintenance of Effort Calculation Worksheet (LMC-A) that fails to meet the IDEA actual to actual compliance requirement, the LEA will be invoiced by the CDE directly. The LEA will have to pay back the difference between the prior actual expenditures and the most recent year actual expenditures directly to the CDE. The LEA must use local and/or state and local funds from the current fiscal year to pay the CDE. If the LEA does not respond to three invoice requests from CDE to pay the invoice, the LEA acknowledges that the CDE will deduct funds from the LEA's next principal apportionment or apportionments until the penalty is met.

DATE APPROVED: April 5, 2004
DATE REVISED: December 14, 2009
DATE REVISED: October 1, 2012
DATE REVISED: September 14, 2015

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Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. *California Education Code (EC) Section 56048*

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

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SELPA Santa Barbara County

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TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	38,856,567	52.48%
AB 602 Property Taxes	18,903,875	25.53%
Federal IDEA Part B	13,796,796	18.63%
Federal IDEA Part C	127,331	0.17%
State Infant/Toddler	2,294,788	3.10%
State Mental Health	0	0.00%
Federal Mental Health	0	0.00%
Other Projected Revenue	61,584	0.08%
Total Projected Revenue:	74,040,941	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

\$19,011 Federal Preschool Staff Development and ADR Grants \$42,573 STRS On Behalf for SPED Staff

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

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TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	72,489,527	38.14%
Object Code 2000—Classified Salaries	41,658,701	21.92%
Object Code 3000—Employee Benefits	49,958,262	26.28%
Object Code 4000—Supplies	1,609,353	0.85%
Object Code 5000—Services and Operations	20,297,734	10.68%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	4,057,877	2.13%
Total Projected Expenditures:	190,071,454	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

District Indirect Costs. No SBCSELPA Outgo reported, as SBCSELPA Outgo transfers to districts as revenue to offset expenses they already have and is not actually an expense. SBCSELPA does not have indirect costs.

TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	60,097,803	31.62%
Projected Federal Revenue	13,943,138	7.34%
Local Contribution	116,030,513	61.05%
Total Revenue from all Sources:	190,071,454	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

I. GUIDING PRINCIPLES
 The Long-Term AB 602 Special Education Fiscal Allocation Plan has been designed to address the following objectives:

1. Provide an incentive for operating cost-effective programs for students in public school programs.
2. Provide no incentive for districts to over-identify students for special education.
3. Provide full-funding for regional programs.
4. Ensure that special education funding is distributed proportionately to LEAs.
5. Acknowledge that the AB 602 Funding Allocation Model will not cover the total costs of special education services and districts will need general fund contributions to cover unfunded special education costs.
6. Keep program requirements in mind as well as the Maintenance of Effort requirement in Federal law (Title 20 U.S.C. §1413(a)(2)(C)(i) and Title 34 CFR §300.205) that there are restrictions when an LEA may reduce the level of special education expenditures “from local funds below the level of

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those expenditures for the preceding fiscal year.”
II. ALLOCATION OF AB 602 INCOME
The total SELPA special education block grant will be received at the SELPA level for distribution to the special education program operators. The JPA Board authorizes the SBCSELPA Administrative Unit to act as the fiscal agent for the SBCSELPA. Funds for SBCSELPA-funded services shall be taken off-the-top prior to distribution of the remainder of the AB 602 block grant. The SBCSELPA follows the allocation model that the State uses and the remaining AB 602 funds is distributed to districts based upon current year P-2 Funded ADA. In the event of a declared emergency or approved J-13 waiver, the revised P-2 ADA will be used.

b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	377,328	7.33%
Object Code 2000—Classified Salaries	762,611	14.82%
Object Code 3000—Employee Benefits	426,002	8.28%
Object Code 4000—Supplies	198,910	3.86%
Object Code 5000—Services and Operations	3,381,602	65.71%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	0	0.00%
Total Projected Operating Expenditures:	5,146,453	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

All 7000s for SELPA are distributions to districts and therefore not part of SELPA Exclusive use as defined by this document.

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TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by EC Section 56205(b)(1)(D)?

SELPA uses a locally defined goal to track SELPA Level Low Incidence expenditures and transfers to districts. Districts propose requested expenditures to SELPA for approval. SELPA grants approval for items that qualify for using low incidence funding. Districts submit invoices to SELPA for reimbursement for purchasing low incidence equipment services and equipment. Some districts use a locally defined field, some are so small that they identify the expense directly, or have departmental tracking.

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

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California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

- 330—Specialized Academic Instruction/
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

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- 210—Family Training, Counseling, Home Visits (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

"This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development."

- 220—Medical (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

- 230—Nutrition (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

- 240—Service Coordination (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes the coordination of special education and related services.

- 250—Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's

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Individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child’s development.

260–Special Education Aide (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

270–Respite Care (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 EC 56441.2, 5 CCR 305.1) (Ages 3 through 5 only).

415–Speech and Language *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

"Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant."

425–Adapted Physical Education *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

435–Health and Nursing: Specialized Physical Health Care *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

436–Health and Nursing: Other *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing

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intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a))."

445–Assistive Technology

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

450–Occupational Therapy

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

"Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363)."

460–Physical Therapy

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services are provided, based on recommendation of the IEP team, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy

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between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

515–Counseling and Guidance

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

520–Parent Counseling

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an Individualized

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Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

525–Social Worker

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

530–Psychological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

"These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10)."

535–Behavior Intervention

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

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540–Day Treatment

545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

610–Specialized Service for Low Incidence Disabilities *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

710–Specialized Deaf and Hard of Hearing *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

715–Interpreter *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16)."

Section E: Annual Service Plan

SELPA:

Fiscal Year:

720–Audiological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, as well as planning, organizing, and implementing audiology programs. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

725–Specialized Vision

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

"This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1)."

730–Orientation and Mobility

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

735–Braille Transcription

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

740–Specialized Orthopedic *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

745–Reading *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

750–Note Taking *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

755–Transcription *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

820–College Awareness

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

830–Vocational Assessment, Counseling,
Guidance, and Career Assessment

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

"Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14)."

840–Career Awareness

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

850–Work Experience Education

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26).

855–Job Coaching *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

860–Mentoring *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

865–Agency Linkages (referral and placement) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

870–Travel and Mobility Training *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

890—Other Transition Services

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

900—Other Related Service



Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"



Memorandum of Understanding

This Memorandum of Understanding (MOU) between Orcutt Academy High School/OAHS and OUSD (610 Pinal Avenue, Orcutt, CA) and Santa Maria Valley Physical Therapy Group, Inc. /SMVPT (820 East Enos Drive, Santa Maria, CA) shall outline the services to be provided by SMVPT for the 2023-2024 school year.

Contract will cover a period from approx early-August, 2023 to approx early/mid-June, 2024.

SMVPT is prepared to offer the following:

1. Athletic Trainer (ATC) Coverage

Athletic Trainer will possess degree from an accredited four year institution with a kinesiology, athletic training, or health related major course of study, Athletic Training certification, NATA-BOC certification, and Professional Rescuer CPR certification.

Responsibilities: Daily practice coverage/injury clinics (after school, Monday through Friday); home athletic event coverage, away athletic coverage for JV and Varsity Football; prior participation Concussion testing, hydration testing for required sports, accurate recording of school related injuries and treatments, assist in development of athletic training services budget with AD, and schedule/oversee athletic physicals for the student-athletes.

Coverage during school holidays is not included in this contract but will be agreed upon at Athletic Director (AD) discretion. If ATC coverage is needed on weekends, and/or during school holidays, OAHS will be invoiced separately by SMVPT at a rate of \$45.00 per hour.

2. Communication

The ATC will be available to communicate with coaches, physicians, and parents regarding status of injured athletes. The ATC will coordinate directly with the AD daily. ATC will refer to team physician or other medical professional as needed.

3. Physical Therapy Services

SMVPT will provide immediate access to all injured athletes. PT services are available to any high school athlete, and will be coordinated by the ATC and clinic director. Athletes to call for appointments.

4. Injury Prevention Education

If requested, SMVPT will offer ongoing injury prevention education to all OAHS coaches, athletes, and parents of athletes. Concussion education for coaches will be included.

5. Independent Contractor

While engaged in providing athletic training services, SMVPT and all of its employees and staff are independent contractors, and not an officer, employee, agent, partner or joint venture of the School District. SMVPT will provide malpractice and liability insurance, benefits and Worker Compensation coverage for its aforementioned staff. SMVPT shall provide Orcutt Union School District (OUSD) and OAHS a Certificate of Insurance and General Liability insurance must be at least \$1,000,000 per occurrence. If required by OUSD or OAHS, any staff working with students can be fingerprinted and the District will pay for the process.

6. Termination

To be agreed upon b/t OUSD and SMVPT, at least a 90-day notice to be given by either party.

Orcutt Academy High School (OAHS) will be asked to provide the following:

1. Payment

For the above services, the District shall agree to compensate SMVPT upon invoicing in five (5) equal installments of \$12,896.00 (total of \$64,480.00) on September 1, November 1, January 1, March 1, and May 1; Invoice will include any OT accrued during that pay period. Payments will be sent to the following address:

Santa Maria Valley Physical Therapy Group, 820 East Enos Drive, Santa Maria, CA 93454

2. Supplies/Equipment

Provide adequate space, supplies and equipment for an athletic training facility from which the ATC can provide the agreed upon services.

Entire Document

This MOU constitutes the entire agreement between the District and SMVPT with respect to the subject matter hereof and superseded all previous negotiations, proposals, commitments, writings advertisements, publications and understandings of any nature whatsoever unless expressly included in this MOU.

ORCUTT ACADEMY HIGH SCHOOL

SANTA MARIA VALLEY PHYSICAL THERAPY

 _____

Dr. Holly Edds, Superintendent, OUSD

Jared Bailey, PT, Owner/CEO; EIN: 20-1638388

DATE _____

DATE 5/22/2023



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 7, 2023

BOARD AGENDA ITEM: Contract with NewDawn Security regarding Social Media Monitoring for Student Safety

BACKGROUND: We have had a contract with NewDawn Security since February of 2020. This software enhances student safety and social-emotional support through early identification of behaviors and language that are cause for concern. Specifically, NewDawn monitors social media via third-party computer monitoring of public information posted on social media and looks for mental health related issues and potential violence. NewDawn uses a four-tiered approach to monitoring social media:

Tier One: Providing Key Search Terms and Phrases for School Network Concern Monitoring

Tier Two: Labor Intensive Social Media Account and Live Steam Video Monitoring

Tier Three: Local Area Social Media Concern Monitoring

Tier Four: 24/7 anonymous Concern Reporting Line

The cost of this service is \$19,200 annually and will cover the following sites: Orcutt Academy High School, Orcutt Junior High School, Lakeview Junior High School, and Orcutt Academy K-8/Olga Reed. Other sites may be monitored as requested.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the attached NewDawn contract for \$19,200, as submitted.

FUNDING: Covid Funds

SERVICE AGREEMENT



**PROPOSED SERVICE AGREEMENT:
ORCUTT UNION SCHOOL DISTRICT
SOCIAL MEDIA CONCERN/HARM MONITORING**

SERVICE AGREEMENT



SERVICE AGREEMENT

This service agreement is by and between NewDawn Security, an Oregon Licensed and Insured Corporation, with its principal place of business at 7901 SE Powell B-412 Portland, OR 97206 and the ORCUTT UNION SCHOOL DISTRICT with its principal offices at 500 Dyer Street, Orcutt, CA 93455

RECITALS

WHEREAS, NEWDAWN SECURITY, owns and operates a business that provides services and programs that identify risk, develop plans to mitigate risk, and make sure that those mitigation plans remain effective in order to help schools increase their own physical building and operational safety and security. These programs and services provide increased safety and security for schools, and its students, and provide them an additional source of increased positive public relations

WHEREAS, the ORCUTT UNION SCHOOL DISTRICT provides their membership with NEWDAWN SECURITY SOCIAL MEDIA CONCERN/HARM MONITORING services at the following physical locations: THREE MIDDLE SCHOOLS/ONE HIGH SCHOOL

This includes additional buildings and grounds off campus and under the purview of the ORCUTT UNION SCHOOL DISTRICT.

WHEREAS, both parties wish to participate in the services provided by NewDawn Security, defined through agreement below; and ORCUTT UNION SCHOOL DISTRICT, referred to throughout the rest of this agreement as CLIENT, and NOW, THEREFORE, for good and valuable consideration, the sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

AGREEMENT SECTION 1.

DEFINITIONS

The following definition of the SOCIAL MEDIA CONCERN/HARM MONITORING services are listed below. Service apply to capitalized terms through this Agreement, unless such terms are otherwise expressly defined in the body of the Agreement. All references to "days" and "months" are to United States calendar days and months, unless otherwise expressly stated in this Agreement. All monetary amounts are in United States dollars.

SERVICE AGREEMENT



1) SOCIAL MEDIA THREAT MONITORING AND CONSULTING SERVICES (listed in Section 2):

2) LENGTH OF CONTRACT: Thirty six months (36) from July 1st, 2023 through June 30th, 2026 as a **Month to Month Contract**. Client can cancel at any time as long as a 30-day written notice is provided.

SECTION 2. SERVICES PROVIDED BY NEWDAWN SECURITY UNDER THE UMBRELLA OF THE INITIAL VISIT SERVICES

NEWDAWN SECURITY will provide the following services on dates and times determined in consultation with CLIENT leadership:

CLIENT will receive the following SOCIAL MEDIA CONCERN/HARM MONITORING SERVICES during the time frame specified within this contract

California Education Code section 49073.6 requires that information gathered from social media must pertain specifically to school safety or pupil safety.

Monitor

- Real-time monitoring of social media platforms, internet content.
- Create single or multiple areas/locations relevant to the school district area.
- Create single or multiple keyword, hashtag and meta-data based searches from supported data sources and interviews with key staff.

Classify

- Named entity recognition extracts people, places and things from each post and stores extractions as searchable fields.
- Monthly summary reports to assist in security/safety pattern analysis.
- Proprietary analysis to detect cyber threats, vulnerabilities and hazards to people, places and property.

SECTION 3. COMMITMENT BY CLIENT

CLIENT agrees to provide NEWDAWN SECURITY the following to assist with the delivery of services:

- 1) At least one administrative leader from the CLIENT to act as CLIENT liaison
- 2) 5 Emergency Phone Numbers to contact in case of threat report outside of school hours
- 3) Commitment to keep NewDawn Security Specialist informed of any and all incidents pertaining to school safety and security that can translate to social media

SECTION 4. TERM AND TERMINATION

- a. **Term.** This Agreement is effective for **thirty-six (36) months, and can be extended at the discretion of the CLIENT. Month to Month feature is in place so that CLIENT may cancel at their discretion with 30 day written notice**
- b. **Termination With Cause.** NEWDAWN SECURITY reserves the right to terminate this contract at the sole discretion of NEWDAWN SECURITY for the violation of any terms and conditions of this contract. NEWDAWN SECURITY shall have no responsibility to notify any third-party providers of services, or information, nor any responsibility for any consequences resulting from such discontinuance or lack of notification.
- c. **Early Termination.** If NEWDAWN SECURITY terminates this agreement with cause, or if CLIENT terminates this agreement before the end of the term without cause, notification from both parties will be required in writing 30 days prior to the desired termination date. Services and fees shall continue until the desired termination date.
- d. **Breach.** Either party can terminate this Agreement if the other party materially breaches this Agreement and such breach has not been cured within seven (7) days of written notice thereof.
- e. **Effect of Termination or Expiration.** Upon termination or expiration, NEWDAWN SECURITY is not obligated to perform any other services pursuant to this Agreement.
- f. **Data After Termination or Expiration.** NEWDAWN SECURITY shall have no obligation to store or retain any data of CLIENT following the termination or expiration of this Agreement.

SECTION 5. COPYRIGHT

As between CLIENT and NEWDAWN SECURITY, all right, title, and interest, including but not limited to copyrights, patent rights, trade secret rights and all other intellectual property, in and to any documents, reports, software, and technology provided by NEWDAWN SECURITY under this Agreement shall be the property of NEWDAWN SECURITY. Any documents, reports, software, and technology provided by NEWDAWN SECURITY that are owned by third party companies may have trademarks of their respective companies.

SECTION 6. FEES AND EXPENSES

CLIENT shall pay all fees owing to NewDawn Security pursuant to this agreement within 15 (fifteen) days of receiving an invoice from NewDawn Security. **The invoice will be provided electronically upon signature of this agreement. Payment for services is due prior to the initial visit.** CLIENT shall incur a late penalty of 1.5% per month on the outstanding balance computed from the due date until the amount is paid. NewDawn Security will not charge CLIENT for out-of-pocket expenses. If CLIENT fails to pay invoices as they become due, CLIENT will be responsible for an attorney's fees or other fees incurred in pursuing collection under this Agreement. Services listed in this document may be suspended until outstanding invoice is paid.

MONTHLY COST TO COVER FOUR SCHOOLS* (1 high school/3 middle schools) :

\$1600 per month (\$400 per month per school) billed every 3 months at \$4800.00

***additional schools monitored per incident if necessary at no cost**

SECTION 7. PROPRIETARY RIGHTS AND CONFIDENTIAL INFORMATION

NewDawn Security and CLIENT agree to keep all confidential information confidential and not to disclose or use confidential information in any way adverse to the other party. School is provided a separate **Non-Disclosure Agreement** that further stipulates acceptable action and activity.

SECTION 8. LIMITATION OF DAMAGES

NEITHER PARTY SHALL BE LIABLE TO THE OTHER FOR DAMAGES IN EXCESS OF AMOUNTS PAID WITH RESPECT TO THE GOODS AND SERVICES TO BE PROVIDED UNDER THIS AGREEMENT.

SECTION 9. COMPLETE AGREEMENT

This Agreement is the complete and exclusive statement of the Agreement between the parties and supersedes all agreements or prior agreements, oral or written, and all other communications between the parties relating to the subject matter. The parties acknowledge that they have not relied on any representations or misrepresentations not set forth herein.

SECTION 10. EXTRAORDINARY EVENTS

NewDawn Security shall not be liable to CLIENT for failing to perform its obligations under this Agreement because of circumstances beyond the reasonable control of NewDawn Security. Such circumstances shall include, but not be limited to, any acts or omissions of any government or governmental authority, natural disaster, act of a public enemy, riot, sabotage, dispute, or differences with workers, power failure, and delays in transportation or deliveries of supplies or materials, acts of God, terrorism, computer failure or any events reasonably beyond the control of NewDawn Security.

SECTION 11. MODIFICATION

This Agreement can be modified only by a written Agreement duly signed by persons authorized to sign agreements on behalf of CLIENT and, NewDawn Security and variance from the terms and conditions of this Agreement in any purchase order or other written notification from the CLIENT will be of no effect.

SECTION 12. ENFORCEABILITY

If any provision of this Agreement shall be held to be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired.

SECTION 13. EQUITABLE REMEDIES

The parties hereby acknowledge that damages at law may be an inadequate remedy. In addition to all other remedies, which may be available at law or equity, each party shall have the right of specific performance, injunction or other equitable remedy in the event of a breach of this Agreement.

SECTION 14. LITIGATION EXPENSES

In the event of litigation or arbitration arising out of this Agreement, each party shall pay its own costs and expenses of litigation or arbitration (excluding fees and expenses of arbitrators and administrative fees and expenses of arbitration.

SECTION 15. CONTRACT AMENDMENTS

This is our standard contract. Amendments requested by the client will be considered and included if suggested amendments do not place harm on either party.

EACH PARTY ACKNOWLEDGES (1) READING, (2) UNDERSTANDING AND (3) RECEIVING A COPY OF THIS AGREEMENT. BY THEIR SIGNATURES BELOW, THE PARTIES TO THIS CONTRACT AGREE TO THE TERMS, CONDITIONS, AND CONTENT EXPRESSED HEREIN.

ORCUTT UNION SCHOOL DISTRICT:

Printed Name: _____

Signature: _____

Title: _____ Date: _____

NEWDAWN SECURITY Representative:

Printed Name: Sean Spellecy

Signature : 

Title: Chief Executive Officer

Date: 5/5/2023



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Olga Reed Date: 5-1-23

DONOR: Name: Los Alamos Valley Mens Club
Address: PO Box 13
Phone No. Los Alamos, CA 93440

GIFT: Item Donated or Cash Donation \$ 1500.00
Designated for: Graduation Expenses
General Description: A donation to off set graduation related expenses
Model No.: in FY 23 and FY 24. Condition: [X] New [] Used
Value (estimated):
Purpose of Gift:

Will gift be purchased through Business Services Office? [X] Yes [] No
Donor Conditions of Acceptance: These funds should be used to cover the cost of graduation activities for the classes of 2023 and 2024.

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

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

Acceptance Requested By (OUSD Staff Member): Kathleen Stevenson
Acceptance Approved By (Administrator): [Signature]

RECOMMENDATIONS: Principal or District Representative

BOARD ACTION: Date Accepted: Date Denied:
Please submit request to the Superintendent's Office. (If denied, explanation is on reverse side of this form.)



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Alice Shaw Date: 5/25/2023

DONOR: Name: Christopher Ruiz Inner Strength Martial Arts Academy
Address: 2337 A Street Santa Maria CA 93455
Phone No. 760-828-3491

GIFT: Item Donated or Cash Donation \$ 630.00
Designated for: Yearbooks donation to provide
General Description: yearbooks to 6th grade students
Model No.: Condition: [X] New [] Used
Value (estimated):
Purpose of Gift:
Will gift be purchased through Business Services Office? [] Yes [X] No
Donor Conditions of Acceptance:

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

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

Acceptance Requested By (OUSD Staff Member): Cheryl Palin
Acceptance Approved By (Administrator): Julie Kozel

RECOMMENDATIONS: Principal or District Representative

BOARD ACTION: Date Accepted: Date Denied:

Please submit request to the Superintendent's Office.

(If denied, explanation is on reverse side of this form.)



ORCUTT ACADEMY HIGH SCHOOL MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Rhett Carter
Principal, Orcutt Academy High School

BOARD MEETING DATE: June 7, 2023

BOARD AGENDA ITEM: Out-of-State travel for Orcutt Academy High School Cyber Security teacher.

BACKGROUND: The CYBER.ORG EdCon 23 National Conference is designed to inspire and empower novice and expert cybersecurity in K-12 educators. The conference will be taking place in Mesa, Arizona from June 20, 2023 to June 22, 2023. Heather Penk will be traveling to the conference. She will be learning new curriculum for the 2023-2024 school year for her cyber security class.

It will cost approximately \$500 to attend the conference, which will cover hotel and meals. Other travel and conference costs will be paid by a grant that Heather received through CYBER.ORG.

RECOMMENDATION: Staff recommends that this trip be approved as submitted

FUNDING: Charter General Fund – CTE Budget

[Summary](#)[Register Now](#)

CYBER.ORG EdCon 23

June 20, 2023 – June 22, 2023

[Book Hotel](#)

Mesa Convention Center

263 N Center St.
Mesa, AZ 85201



CYBER.ORG EdCon 23 (formerly CEDF) is a national conference designed to inspire and empower novice and expert cybersecurity K-12 educators alike. Attendees will have the opportunity to:

- Learn ready-to-implement lessons from CYBER.ORG curriculum developers.
- Explore at-no-cost resources from industry experts.
- Gain firsthand knowledge from K12 educators teaching foundational and technical cybersecurity.
- Find resources that support creative teaching for any



classroom in the "Teacher Power Up" series, presented by Maricopa County School Superintendent Steve Watson.

Early Bird Until April 30th, 2023

- \$50 for K-12 and Government employees
- \$100 for Higher Ed and Non-profit employees
- \$150 for Industry (for-profit) employees

Registration includes lunch and reception on June 20th and 22nd.

Important Information:

Mesa, Arizona is officially in the **Mountain Time Zone**. Mesa, Arizona does not utilize Daylight Saving Time.

[Register Now](#)

[Already registered?](#)

Tuesday,
June 20

8 AM
Check-In
9 AM

Wednesday,
June 21

8 AM
Help Desk Opens

Thursday,
June 22

7 AM
Help Desk Opens

Breakouts
12 PM
Lunch, Exhibit
Hall, Pop-Up
Talks
2 PM
Breakouts
5 PM
CYBER.ORG Ed
Awards
Reception
(presentations
from award
winners, all
attendees
invited)

9 AM
Breakouts
12 PM
Lunch, Exhibit
Hall, Pop-Up
Talks
2 PM
Breakouts
5 PM
Reception
(included in
registration, all
attendees
invited)

8 AM
Breakouts
11 AM
Conference Ends

Safe travels!
See you next year!



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 7, 2023

BOARD AGENDA ITEM: 2023-24 District Budget

BACKGROUND: Education Code Section 42127 requires public school districts to adopt a budget for the next fiscal year on or before July 1 of each calendar year. The proposed 2023-2024 budget has been made available for public review at the District Office.

The budget was developed with information from the Governor's May Revision of the proposed State budget, as well as information from School Services of California and Capital Advisors. We have factored in a Cost of Living Adjustment (COLA) of 8.22%, as set forth in the May Revision, and have made conservative adjustments to our enrollment and attendance yield, based on the best information available at this time. We have also factored in the cost of step and column adjustments for all bargaining units and will be spending down our COVID relief funds and other one-time restricted funding in accordance with the criteria and timelines of the various funding sources. As this funding is spent down, we will need to make adjustments to our programs to align with what our general fund can afford to support on an ongoing basis.

RECOMMENDATION: For information only. Staff recommends that the Board of Trustees adopt the proposed 2023-24 budget at the June 14, 2023 meeting, as presented.

FUNDING: All Funds

Orcutt Union School District



2023-2024 Adopted Budget

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Budget Adoption

Local Educational Agencies (LEAs) are required to adopt a budget prior to July 1 of each year in order to authorize the expenditure of funds. The proposed budget summarizes the cost to provide necessary resources to support the Orcutt Union School District's Mission, Vision, Core Values, and Goals. The proposed budget is only an initial blueprint for revenues and expenditures since its preparation occurs before the State has enacted its budget, and before actual expenditures are known for the current year. As always, we will be updating our budget at First Interim to more accurately reflect the number of enrolled students, current staffing levels to accommodate those students, our projected average daily attendance, and changes in the State Budget since the May Revision.

Overview of May Revision

On May 12, 2023 the Governor released his May Revision of the State's proposed budget. School Services of California and Capital Advisors provide information for Local Educational Agencies (LEAs) to assist with budget formation and future planning. The following are the highlights:

- More uncertainty than usual in the state budget due to the fact that the majority of Californians have not filed their income taxes for 2022, and won't be required to until October of 2023. As a result, the State does not have accurate data regarding revenue projections at the time of the May Revision.
- The bipartisan Legislative Analyst's Office has indicated they expect revenue to come in significantly lower than the revenue projections used in the May Revision.
- The May Revision, much like the Governor's proposed budget in January, does not anticipate a recession. Any recession would negatively impact the state budget, and therefore, our level of funding.
- The May Revision is projecting to fund a cost of living adjustment (COLA) of 8.22%.
- The State can really only afford a COLA of 5.1%. The difference between what the state can afford and the funded COLA is being made up through the reduction of other one-time funding, namely the Arts, Music and Instructional Materials Grant, and the Learning Recovery Grant.
- The volatility of the stock market creates great uncertainty and risk for the economy of California because of our over-reliance on the state's wealthiest residents
- Unlike last year which saw a lot of new programs and funding, the focus this year is on maintaining programs that have already been implemented and not creating new programs.

Significant changes since January Budget Proposal:

One Time Funds:

- Proposed reduction in the Learning Recovery Grant. In January, the only reduction mentioned was to the Arts, Music and Instructional Materials Grant. Now there is talk of reducing the Learning Recovery Grant as well.

2023-24 General Fund Budget Components

Average Daily Attendance (ADA) is estimated at 3537 or 90%. We are working on improving our attendance yield so that our ADA is back up to 95.5% where it was pre-pandemic but are conservatively budgeting for 90% at this time. We will update our enrollment and ADA at First Interim, which will change our revenue accordingly. There is expanded eligibility for transitional kindergarten this year and we have conservatively estimated these numbers as well. Preliminary data suggests we have underbudgeted our enrollment, including enrollment for transitional kindergarten.

The District’s CBEDS enrollment is projected at 3922 with an unduplicated percentage of 49%

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

Mandated Cost Block Grant is \$37.81 for K-8 ADA, and \$55.17 for 9-12 ADA

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

- Certificated: \$ 312,260
- Classified: \$ 214,423
- Management: \$ 63,922

STRS and PERS rates are as follows:

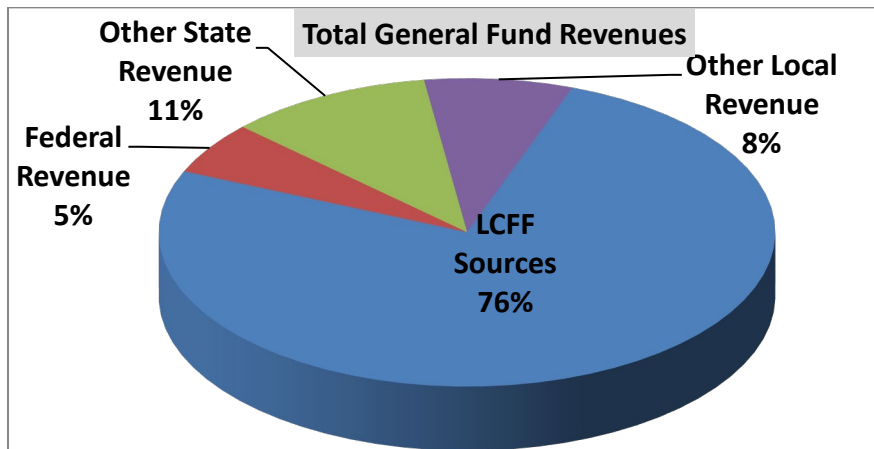
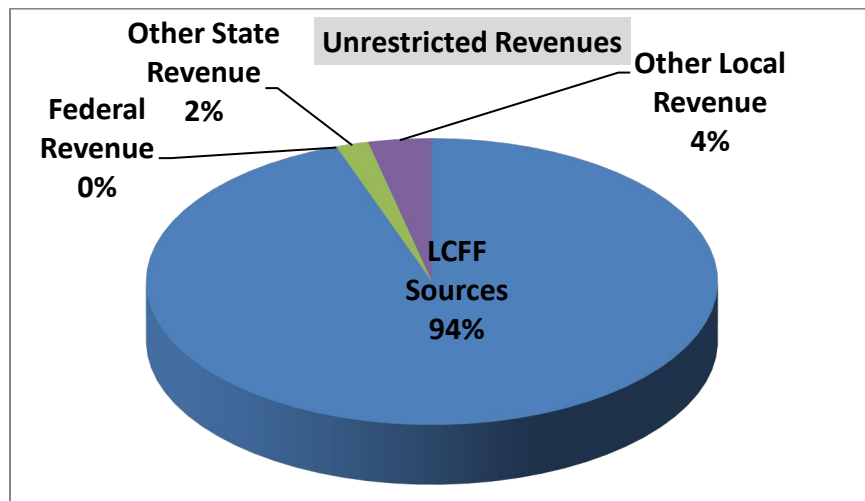
Factors	2022-23	2023-24	2023-24	2024-25
CalSTRS Employer Rate	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate	25.37%	26.68%	27.70%	28.30%

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	\$45,526,947	\$46,858,914
Federal Revenue	-	\$3,404,916
Other State Revenue	\$778,581	\$6,644,395
Other Local Revenue	\$2,072,800	\$4,812,497
TOTAL REVENUES	\$ 48,378,328	\$ 61,720,722

Following are graphical descriptions of revenues by percentage:

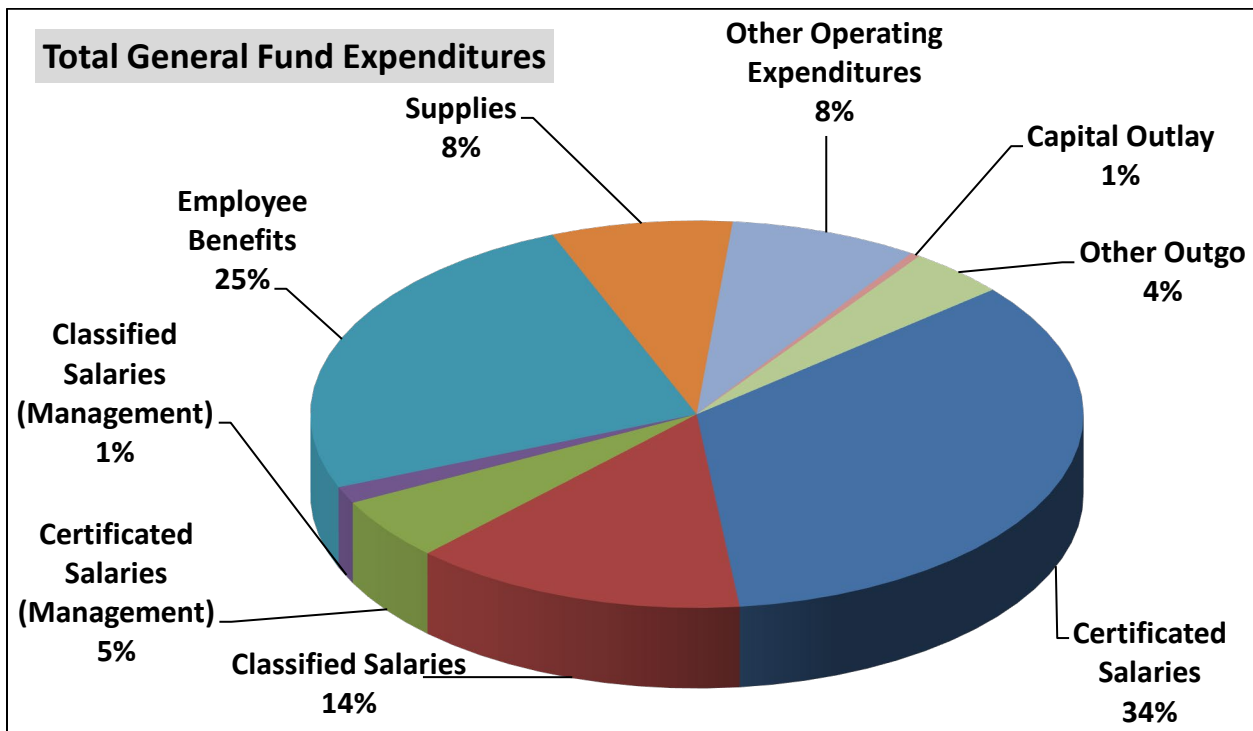
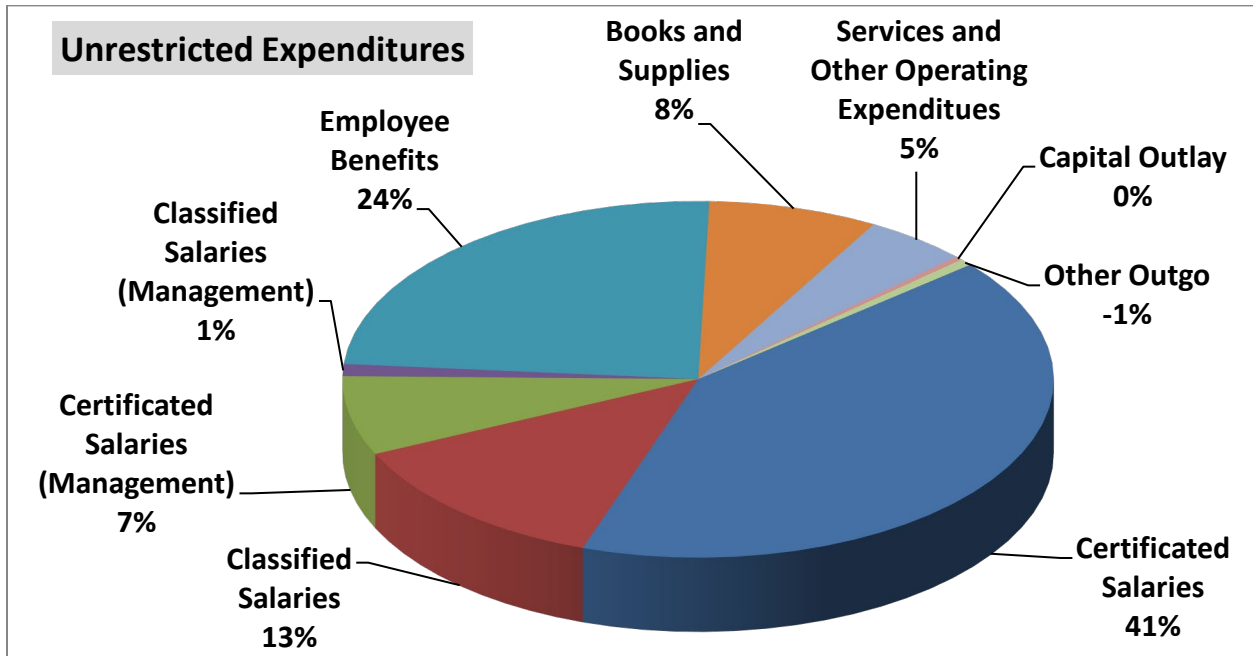


General Fund - Operating Expenditure Components

The General Fund is used for expenditures for many of the functions within the District. As illustrated below, the largest part of expenditures are salaries and related benefits that comprise of 86% of the District's unrestricted budget, and approximately 79% of the total General Fund budget.

Description	Unrestricted General Fund	Total General Fund
Certificated Salaries	15,958,676	20,597,069
Classified Salaries	4,954,693	8,413,433
Certificated Salaries (Management)	2,763,239	3,117,452
Classified Salaries (Management)	421,090	840,087
Employee Benefits	9,315,778	15,029,365
Books and Supplies	2,978,732	4,554,037
Services and Other Operating Expenditures	1,820,026	4,725,528
Capital Outlay	135,000	246,867
Other Outgo	(232,941)	2,463,669
TOTAL	\$ 38,114,294	\$ 59,987,507

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	2023-24 Budget Adoption
Routine Restricted Maintenance Account	\$1,825,000
Special Education	\$6,505,814
Transportation	\$903,235
Transportation (SPED)	\$273,419
TOTAL	\$9,507,468

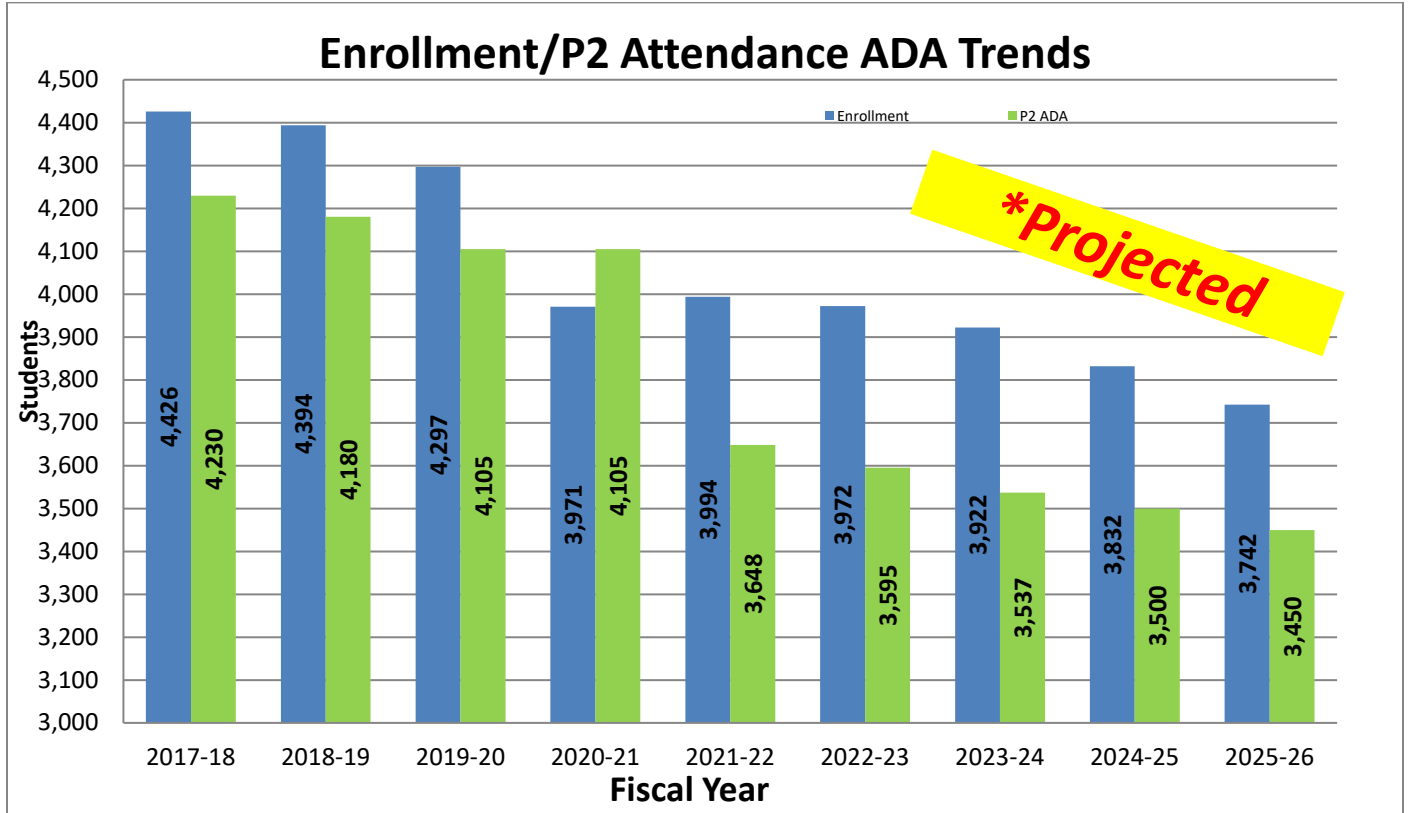
Components of Ending Fund Balance

	Nonspendable	Restricted	Committed	Assigned	Unassigned / Unappropriated
Revolving Cash and Stores	\$45,500				
Restricted (Categoricals)		\$5,874,577			
Technology Update			\$1,000,000		
Textbook Adoption(s)			\$1,000,000		
Reserve for Cashflow/COVID Crisis			\$7,998,914		
TK Expansion Planning			\$1,500,000		
Strategic Planning			\$2,000,000		
Compensated Absences				\$50,000	
Site Donation Accounts				\$200,000	
CTE Match Requirement				\$100,000	
Reserve for Economic Uncertainty (minimum 3% - State Required)					\$1,845,375
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 2023-24. Staff will continue to monitor revenues, expenditures, and cash flow to ensure there is sufficient cash to meet all obligations.

Enrollment and ADA Projections



MULTI YEAR BUDGET ASSUMPTIONS

	2023-24	2024-25	2025-26
Enrollment Projections	3,922	3,832	3,742
Funded ADA	3821.71	3629.92	3524.67
ADA	3537	3500	3450
Unduplicated Pupil Percentage	47.01%	48.50%	47.63%
Mandate Block Grant	\$125,431	\$125,431	\$125,431
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	\$1,987,782	\$1,987,782	\$1,987,782
Additional Base Grant	\$1,142,697	(\$489,290)	\$107,342
Additional Supplemental Grant	\$229,529	\$69,141	(\$57,709)
Step and Column Increases	\$505,485	\$475,411	\$440,796
STRS Contribution	\$4,149,892 19.10%	\$4,247,319 19.10%	\$4,371,291 19.10%
PERS Contribution	\$2,091,357 26.68%	\$2,216,981 27.70%	\$2,330,152 28.30%
Health/Welfare Benefits	\$5,212,815	\$5,230,123	\$5,277,917
Certificated Staffing	0	0	-2
Classified Staffing	0	0	0
Post-Employment Benefits Transfer	\$1,300,000	\$1,300,000	\$1,300,000
Textbook Adoptions	\$0	\$0	\$0
Deferred Maintenance	\$1,825,000	\$1,825,000	\$1,825,000
Increased Cost of SPED Services	\$1,258,910	\$494,734	\$378,115
California CPI applied to Supplies/Services	3.54%	3.02%	2.64%
Reserve for Economic Uncertainties	3%	3%	3%

ORCUTT UNION SCHOOL DISTRICT	
FUND BALANCES	
General Fund (Fund 01)	
Beginning Balance	\$ 21,404,451
Revenues	\$ 61,720,722
Expenditures	\$ (59,987,507)
Other Financing/Sources	\$ (1,525,000)
Ending Fund Balance	\$ 21,612,666
Student Activity (Fund 08)	
Beginning Balance	\$ 21,435
Revenues	\$ -
Expenditures	\$ -
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 21,435
Charter School (Fund 09)	
Beginning Balance	\$ 4,518,148
Revenues	\$ 10,253,372
Expenditures	\$ (9,919,468)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 4,852,052
Child Development (Fund 12)	
Beginning Balance	\$ -
Revenues	\$ 284,796
Expenditures	\$ (284,796)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 0
Cafeteria (Fund 13)	
Beginning Balance	\$ 3,939,660
Revenues	\$ 4,127,599
Expenditures	\$ (3,654,520)
Other Financing/Sources	
Ending Fund Balance	\$ 4,412,740
Deferred Maintenance (Fund 14)	
Beginning Balance	\$ 5,334,992
Revenues	\$ 61,000
Expenditures	\$ (1,560,000)
Other Financing/Sources	\$ 1,525,000
Ending Fund Balance	\$ 5,360,992
Post-Employment Benefits (Fund 20)	
Beginning Balance	\$ 5,648
Revenues	\$ 75
Expenditures	\$ -
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 5,723
Building Fund (Fund 21)	
Beginning Balance	\$ 5,426,600

Revenues	\$ 119,000
Expenditures	\$ (6,495,600)
Other Financing/Sources	\$ 1,000,000
Ending Fund Balance	\$ 50,000
Developer's Fees (Fund 25)	
Beginning Balance	\$ 1,016,820
Revenues	\$ 413,000
Expenditures	\$ (35,000)
Other Financing/Sources	\$ (1,000,000)
Ending Fund Balance	\$ 394,820
Special Reserve - Capital Projects (Fund 40)	
Beginning Balance	\$ 167,262
Revenues	\$ 1,700
Expenditures	\$ -
Other Financing/Sources	
Ending Fund Balance	\$ 168,962
Bond Interest & Redemption (Fund 51)	
Beginning Balance	\$ 3,410,078
Revenues	\$ 28,500
Expenditures	\$ -
Ending Fund Balance	\$ 3,438,578
Self-Insurance Fund (Fund 67)	
Beginning Balance	\$ 44,192
Revenues	\$ 9,000
Expenditures	\$ -
Ending Fund Balance	\$ 53,192
Other Post Employment Benefits (Fund 71)	
Beginning Balance	\$ 8,616,003
Revenues	\$ 1,738,000
Expenditures	\$ -
Other Financing/Sources	
Ending Fund Balance	\$ 10,354,003
Combined Beginning Balance \$ 53,883,855	
Combined Ending Balance \$ 50,703,729	
Total Revenue \$ 78,756,764	
Total Expenditures \$ (81,936,891)	
updated 06/02/2023	

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	43,609,157.00	1,391,451.00	45,000,608.00	45,526,947.00	1,331,967.00	46,858,914.00	4.1%
2) Federal Revenue		8100-8299	0.00	4,167,076.26	4,167,076.26	0.00	3,404,915.82	3,404,915.82	-18.3%
3) Other State Revenue		8300-8599	1,093,350.20	8,971,445.06	10,064,795.26	778,581.00	5,865,814.17	6,644,395.17	-34.0%
4) Other Local Revenue		8600-8799	1,677,614.08	3,550,990.86	5,228,604.94	2,072,800.00	2,739,697.00	4,812,497.00	-8.0%
5) TOTAL, REVENUES			46,380,121.28	18,080,963.18	64,461,084.46	48,378,328.00	13,342,393.99	61,720,721.99	-4.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	18,407,738.68	4,850,364.45	23,258,103.13	18,721,915.68	4,992,605.36	23,714,521.04	2.0%
2) Classified Salaries		2000-2999	5,186,876.34	3,754,904.06	8,941,780.40	5,375,782.50	3,877,737.18	9,253,519.68	3.5%
3) Employee Benefits		3000-3999	10,043,471.48	5,339,840.72	15,383,312.20	9,315,778.28	5,713,586.65	15,029,364.93	-2.3%
4) Books and Supplies		4000-4999	1,693,196.47	712,257.16	2,405,453.63	2,978,732.36	1,575,304.87	4,554,037.23	89.3%
5) Services and Other Operating Expenditures		5000-5999	2,082,721.18	3,591,308.21	5,674,029.39	1,820,025.99	2,905,502.10	4,725,528.09	-16.7%
6) Capital Outlay		6000-6999	465,635.60	822,054.44	1,287,690.04	135,000.00	111,866.68	246,866.68	-80.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	2,282,877.00	2,282,877.00	0.00	2,597,581.00	2,597,581.00	13.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(212,463.40)	127,036.22	(85,427.18)	(232,940.49)	99,028.49	(133,912.00)	56.8%
9) TOTAL, EXPENDITURES			37,667,176.35	21,480,642.26	59,147,818.61	38,114,294.32	21,873,212.33	59,987,506.65	1.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,712,944.93	(3,399,679.08)	5,313,265.85	10,264,033.68	(8,530,818.34)	1,733,215.34	-67.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	409,508.12	1,409,508.12	1,000,000.00	525,000.00	1,525,000.00	8.2%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	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	0.00	0.0%
3) Contributions		8980-8999	(6,826,903.71)	6,826,903.71	0.00	(8,330,813.45)	8,330,813.45	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,826,903.71)	6,417,395.59	(1,409,508.12)	(9,330,813.45)	7,805,813.45	(1,525,000.00)	8.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			886,041.22	3,017,716.51	3,903,757.73	933,220.23	(725,004.89)	208,215.34	-94.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	13,918,827.73	3,581,865.35	17,500,693.08	14,804,868.95	6,599,581.86	21,404,450.81	22.3%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			13,918,827.73	3,581,865.35	17,500,693.08	14,804,868.95	6,599,581.86	21,404,450.81	22.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,918,827.73	3,581,865.35	17,500,693.08	14,804,868.95	6,599,581.86	21,404,450.81	22.3%
2) Ending Balance, June 30 (E + F1e)			14,804,868.95	6,599,581.86	21,404,450.81	15,738,089.18	5,874,576.97	21,612,666.15	1.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	15,500.00	0.00	15,500.00	New
Stores		9712	0.00	0.00	0.00	30,000.00	0.00	30,000.00	New
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	6,599,581.86	6,599,581.86	0.00	5,874,576.98	5,874,576.98	-11.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	12,959,493.75	0.00	12,959,493.75	13,497,213.97	0.00	13,497,213.97	4.1%
Economic Downturn/Declining Enrollment	0000	9760	7,459,493.75		7,459,493.75			0.00	
Strategic Plan Implementation	0000	9760	2,000,000.00		2,000,000.00			0.00	
Technology Update	0000	9760	1,000,000.00		1,000,000.00			0.00	
Textbook Adoption	0000	9760	1,000,000.00		1,000,000.00			0.00	
TK Expansion Plan Implementation	0000	9760	1,500,000.00		1,500,000.00			0.00	
Economic Downturn/Declining Enrollment	0000	9760			0.00	7,997,213.97		7,997,213.97	
Strategic Plan Implementation	0000	9760			0.00	2,000,000.00		2,000,000.00	
Technology Update	0000	9760			0.00	1,000,000.00		1,000,000.00	
Textbook Adoption	0000	9760			0.00	1,000,000.00		1,000,000.00	
TK Expansion Plan Implementation	0000	9760			0.00	1,500,000.00		1,500,000.00	
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	350,000.00	0.00	350,000.00	New
	0000	9780						0.00	
	0000	9780						0.00	
Compensated Absences	0000	9780			0.00	50,000.00		50,000.00	
CTE Required Match	0000	9780			0.00	100,000.00		100,000.00	
Site Donation Account	0000	9780			0.00	200,000.00		200,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,845,375.20	0.00	1,845,375.20	1,845,375.20	0.00	1,845,375.20	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	.01	(.01)	0.00	0.0%
G. ASSETS									

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
State Aid - Current Year		8011	17,022,429.00	0.00	17,022,429.00	18,532,758.00	0.00	18,532,758.00	8.9%
Education Protection Account State Aid - Current Year		8012	10,576,225.00	0.00	10,576,225.00	10,605,901.00	0.00	10,605,901.00	0.3%
State Aid - Prior Years		8019	850.00	0.00	850.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	54,596.00	0.00	54,596.00	54,596.00	0.00	54,596.00	0.0%
Timber Yield Tax		8022	0.00	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	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	14,347,709.00	0.00	14,347,709.00	14,911,154.00	0.00	14,911,154.00	3.9%
Unsecured Roll Taxes		8042	495,402.00	0.00	495,402.00	495,402.00	0.00	495,402.00	0.0%
Prior Years' Taxes		8043	54,406.00	0.00	54,406.00	54,406.00	0.00	54,406.00	0.0%
Supplemental Taxes		8044	1,443,722.00	0.00	1,443,722.00	1,443,722.00	0.00	1,443,722.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	2,385,660.00	0.00	2,385,660.00	2,385,660.00	0.00	2,385,660.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	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	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	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	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			46,380,999.00	0.00	46,380,999.00	48,483,599.00	0.00	48,483,599.00	4.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	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	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(2,771,842.00)	0.00	(2,771,842.00)	(2,956,652.00)	0.00	(2,956,652.00)	6.7%
Property Taxes Transfers		8097	0.00	1,391,451.00	1,391,451.00	0.00	1,331,967.00	1,331,967.00	-4.3%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			43,609,157.00	1,391,451.00	45,000,608.00	45,526,947.00	1,331,967.00	46,858,914.00	4.1%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	1,002,899.00	1,002,899.00	0.00	975,469.00	975,469.00	-2.7%
Special Education Discretionary Grants		8182	0.00	101,173.00	101,173.00	0.00	91,583.00	91,583.00	-9.5%
Child Nutrition Programs		8220	0.00	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	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Forest Reserve Funds		8260	0.00	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	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	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	0.00	0.0%
Title I, Part A, Basic	3010	8290		317,704.46	317,704.46		460,121.00	460,121.00	44.8%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		86,133.00	86,133.00		86,311.00	86,311.00	0.2%
Title III, Part A, Immigrant Student Program	4201	8290		7,844.00	7,844.00		7,844.00	7,844.00	0.0%
Title III, Part A, English Learner Program	4203	8290		72,119.81	72,119.81		61,174.00	61,174.00	-15.2%
Public Charter Schools Grant Program (PCSGP)	4610	8290		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		52,000.00	52,000.00	-0.2%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,527,122.99	2,527,122.99	0.00	1,670,413.82	1,670,413.82	-33.9%
TOTAL, FEDERAL REVENUE			0.00	4,167,076.26	4,167,076.26	0.00	3,404,915.82	3,404,915.82	-18.3%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		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	0.0%
Prior Years	6500	8319		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	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	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	0.00	0.0%
Mandated Costs Reimbursements		8550	125,431.00	0.00	125,431.00	125,431.00	0.00	125,431.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	636,650.00	272,000.00	908,650.00	646,650.00	235,000.00	881,650.00	-3.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	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	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Pass-Through Revenues from									
State Sources		8587	0.00	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		190,765.17	190,765.17	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		4,000.00	4,000.00	New
California Clean Energy Jobs Act	6230	8590		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	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	331,269.20	8,508,679.89	8,839,949.09	6,500.00	5,436,049.00	5,442,549.00	-38.4%
TOTAL, OTHER STATE REVENUE			1,093,350.20	8,971,445.06	10,064,795.26	778,581.00	5,865,814.17	6,644,395.17	-34.0%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	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	0.00	0.0%
Supplemental Taxes		8618	0.00	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	0.00	0.0%
Other		8622	0.00	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	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	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	0.00	0.0%
Sale of Publications		8632	0.00	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	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	4,547.53	0.00	4,547.53	0.00	0.00	0.00	-100.0%
Interest		8660	195,380.71	0.00	195,380.71	200,000.00	0.00	200,000.00	2.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Fees and Contracts									
Adult Education Fees		8671	0.00	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	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	23,988.00	0.00	23,988.00	0.00	0.00	0.00	-100.0%
Mitigation/Developer Fees		8681	0.00	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	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,453,697.84	374,790.86	1,828,488.70	1,872,800.00	150,000.00	2,022,800.00	10.6%
Tuition		8710	0.00	649,070.00	649,070.00	0.00	371,118.00	371,118.00	-42.8%
All Other Transfers In		8781-8783	0.00	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	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		2,527,130.00	2,527,130.00		2,218,579.00	2,218,579.00	-12.2%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		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	0.00	0.0%
From County Offices	All Other	8792	0.00	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	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,677,614.08	3,550,990.86	5,228,604.94	2,072,800.00	2,739,697.00	4,812,497.00	-8.0%
TOTAL, REVENUES			46,380,121.28	18,080,963.18	64,461,084.46	48,378,328.00	13,342,393.99	61,720,721.99	-4.3%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	15,188,512.17	3,974,678.63	19,163,190.80	15,195,812.44	4,122,641.92	19,318,454.36	0.8%
Certificated Pupil Support Salaries		1200	583,527.12	428,507.14	1,012,034.26	619,555.08	505,750.60	1,125,305.68	11.2%
Certificated Supervisors' and Administrators' Salaries		1300	2,489,338.39	438,741.18	2,928,079.57	2,763,239.16	354,212.84	3,117,452.00	6.5%
Other Certificated Salaries		1900	146,361.00	8,437.50	154,798.50	143,309.00	10,000.00	153,309.00	-1.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, CERTIFICATED SALARIES			18,407,738.68	4,850,364.45	23,258,103.13	18,721,915.68	4,992,605.36	23,714,521.04	2.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	189,188.37	2,537,094.91	2,726,283.28	176,922.93	2,679,264.65	2,856,187.58	4.8%
Classified Support Salaries		2200	2,345,253.63	595,575.18	2,940,828.81	2,456,036.04	607,676.04	3,063,712.08	4.2%
Classified Supervisors' and Administrators' Salaries		2300	447,042.60	364,268.33	811,310.93	421,089.56	418,997.32	840,086.88	3.5%
Clerical, Technical and Office Salaries		2400	2,004,159.21	217,965.64	2,222,124.85	2,082,246.50	171,799.17	2,254,045.67	1.4%
Other Classified Salaries		2900	201,232.53	40,000.00	241,232.53	239,487.47	0.00	239,487.47	-0.7%
TOTAL, CLASSIFIED SALARIES			5,186,876.34	3,754,904.06	8,941,780.40	5,375,782.50	3,877,737.18	9,253,519.68	3.5%
EMPLOYEE BENEFITS									
STRS		3101-3102	3,404,038.26	3,153,023.75	6,557,062.01	3,339,098.42	3,476,838.89	6,815,937.31	3.9%
PERS		3201-3202	1,199,370.21	712,375.43	1,911,745.64	1,336,583.09	843,352.30	2,179,935.39	14.0%
OASDI/Medicare/Alternative		3301-3302	617,655.66	285,118.22	902,773.88	712,872.73	358,750.65	1,071,623.38	18.7%
Health and Welfare Benefits		3401-3402	2,782,043.19	1,030,753.03	3,812,796.22	2,608,803.29	912,032.81	3,520,836.10	-7.7%
Unemployment Insurance		3501-3502	114,843.32	39,463.32	154,306.64	11,623.36	4,264.85	15,888.21	-89.7%
Workers' Compensation		3601-3602	248,051.47	86,718.53	334,770.00	251,698.39	93,582.15	345,280.54	3.1%
OPEB, Allocated		3701-3702	1,665,552.56	0.00	1,665,552.56	1,044,651.80	0.00	1,044,651.80	-37.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	11,916.81	32,388.44	44,305.25	10,447.20	24,765.00	35,212.20	-20.5%
TOTAL, EMPLOYEE BENEFITS			10,043,471.48	5,339,840.72	15,383,312.20	9,315,778.28	5,713,586.65	15,029,364.93	-2.3%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	28,018.00	189,000.00	217,018.00	20,000.00	150,000.00	170,000.00	-21.7%
Books and Other Reference Materials		4200	20,441.82	15,500.00	35,941.82	21,000.00	35,000.00	56,000.00	55.8%
Materials and Supplies		4300	1,412,323.25	369,581.07	1,781,904.32	2,644,932.36	1,296,112.57	3,941,044.93	121.2%
Noncapitalized Equipment		4400	232,413.40	138,176.09	370,589.49	292,800.00	94,192.30	386,992.30	4.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,693,196.47	712,257.16	2,405,453.63	2,978,732.36	1,575,304.87	4,554,037.23	89.3%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	57,500.00	541,956.00	599,456.00	52,000.00	479,229.00	531,229.00	-11.4%
Travel and Conferences		5200	120,673.34	104,729.89	225,403.23	101,112.96	117,608.80	218,721.76	-3.0%
Dues and Memberships		5300	34,610.00	0.00	34,610.00	34,800.00	0.00	34,800.00	0.5%
Insurance		5400 - 5450	513,830.76	11,100.00	524,930.76	525,416.49	11,000.00	536,416.49	2.2%
Operations and Housekeeping Services		5500	1,013,051.00	0.00	1,013,051.00	1,086,876.00	0.00	1,086,876.00	7.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	229,259.35	105,572.50	334,831.85	214,900.00	140,500.00	355,400.00	6.1%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Direct Costs		5710	(393.85)	393.85	0.00	(100.00)	100.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,982,567.56)	0.00	(1,982,567.56)	(1,987,782.00)	0.00	(1,987,782.00)	0.3%
Professional/Consulting Services and Operating Expenditures		5800	1,863,771.64	2,818,818.57	4,682,590.21	1,570,986.71	2,150,596.90	3,721,583.61	-20.5%
Communications		5900	232,986.50	8,737.40	241,723.90	221,815.83	6,467.40	228,283.23	-5.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,082,721.18	3,591,308.21	5,674,029.39	1,820,025.99	2,905,502.10	4,725,528.09	-16.7%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	340,678.00	340,678.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	48,900.00	48,900.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	437,035.60	299,679.44	736,715.04	5,000.00	111,866.68	116,866.68	-84.1%
Equipment Replacement		6500	28,600.00	132,797.00	161,397.00	130,000.00	0.00	130,000.00	-19.5%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			465,635.60	822,054.44	1,287,690.04	135,000.00	111,866.68	246,866.68	-80.8%
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	0.00	0.0%
State Special Schools		7130	0.00	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	225,340.00	225,340.00	0.00	274,699.00	274,699.00	21.9%
Payments to County Offices		7142	0.00	2,057,537.00	2,057,537.00	0.00	2,322,882.00	2,322,882.00	12.9%
Payments to JPAs		7143	0.00	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	0.00	0.0%
To County Offices		7212	0.00	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	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		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	0.00	0.0%
All Other Transfers		7281-7283	0.00	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	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	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	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	2,282,877.00	2,282,877.00	0.00	2,597,581.00	2,597,581.00	13.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(127,036.22)	127,036.22	0.00	(99,028.49)	99,028.49	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(85,427.18)	0.00	(85,427.18)	(133,912.00)	0.00	(133,912.00)	56.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(212,463.40)	127,036.22	(85,427.18)	(232,940.49)	99,028.49	(133,912.00)	56.8%
TOTAL, EXPENDITURES			37,667,176.35	21,480,642.26	59,147,818.61	38,114,294.32	21,873,212.33	59,987,506.65	1.4%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	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	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	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	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	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	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	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	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,000,000.00	409,508.12	1,409,508.12	1,000,000.00	525,000.00	1,525,000.00	8.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,000,000.00	409,508.12	1,409,508.12	1,000,000.00	525,000.00	1,525,000.00	8.2%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	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	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	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	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	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	0.00	0.0%
(c) TOTAL, SOURCES			0.00	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	0.00	0.0%
All Other Financing Uses		7699	0.00	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	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(6,826,903.71)	6,826,903.71	0.00	(8,330,813.45)	8,330,813.45	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(6,826,903.71)	6,826,903.71	0.00	(8,330,813.45)	8,330,813.45	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(7,826,903.71)	6,417,395.59	(1,409,508.12)	(9,330,813.45)	7,805,813.45	(1,525,000.00)	8.2%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	43,609,157.00	1,391,451.00	45,000,608.00	45,526,947.00	1,331,967.00	46,858,914.00	4.1%
2) Federal Revenue		8100-8299	0.00	4,167,076.26	4,167,076.26	0.00	3,404,915.82	3,404,915.82	-18.3%
3) Other State Revenue		8300-8599	1,093,350.20	8,971,445.06	10,064,795.26	778,581.00	5,865,814.17	6,644,395.17	-34.0%
4) Other Local Revenue		8600-8799	1,677,614.08	3,550,990.86	5,228,604.94	2,072,800.00	2,739,697.00	4,812,497.00	-8.0%
5) TOTAL, REVENUES			46,380,121.28	18,080,963.18	64,461,084.46	48,378,328.00	13,342,393.99	61,720,721.99	-4.3%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		23,256,811.29	13,210,218.20	36,467,029.49	23,235,786.41	14,300,599.53	37,536,385.94	2.9%
2) Instruction - Related Services	2000-2999		6,074,044.06	1,687,616.35	7,761,660.41	7,039,181.10	1,251,018.06	8,290,199.16	6.8%
3) Pupil Services	3000-3999		3,691,292.30	2,225,251.82	5,916,544.12	2,823,610.42	1,985,786.20	4,809,396.62	-18.7%
4) Ancillary Services	4000-4999		126,152.83	7,874.18	134,027.01	99,761.83	0.00	99,761.83	-25.6%
5) Community Services	5000-5999		0.00	37,560.20	37,560.20	0.00	55,000.00	55,000.00	46.4%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,153,240.68	132,795.23	1,286,035.91	1,217,609.20	129,818.82	1,347,428.02	4.8%
8) Plant Services	8000-8999		3,365,635.19	1,896,449.28	5,262,084.47	3,698,345.36	1,553,408.72	5,251,754.08	-0.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	2,282,877.00	2,282,877.00	0.00	2,597,581.00	2,597,581.00	13.8%
10) TOTAL, EXPENDITURES			37,667,176.35	21,480,642.26	59,147,818.61	38,114,294.32	21,873,212.33	59,987,506.65	1.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			8,712,944.93	(3,399,679.08)	5,313,265.85	10,264,033.68	(8,530,818.34)	1,733,215.34	-67.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	409,508.12	1,409,508.12	1,000,000.00	525,000.00	1,525,000.00	8.2%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	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	0.00	0.0%
3) Contributions		8980-8999	(6,826,903.71)	6,826,903.71	0.00	(8,330,813.45)	8,330,813.45	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,826,903.71)	6,417,395.59	(1,409,508.12)	(9,330,813.45)	7,805,813.45	(1,525,000.00)	8.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			886,041.22	3,017,716.51	3,903,757.73	933,220.23	(725,004.89)	208,215.34	-94.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	13,918,827.73	3,581,865.35	17,500,693.08	14,804,868.95	6,599,581.86	21,404,450.81	22.3%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,918,827.73	3,581,865.35	17,500,693.08	14,804,868.95	6,599,581.86	21,404,450.81	22.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,918,827.73	3,581,865.35	17,500,693.08	14,804,868.95	6,599,581.86	21,404,450.81	22.3%
2) Ending Balance, June 30 (E + F1e)			14,804,868.95	6,599,581.86	21,404,450.81	15,738,089.18	5,874,576.97	21,612,666.15	1.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	15,500.00	0.00	15,500.00	New
Stores		9712	0.00	0.00	0.00	30,000.00	0.00	30,000.00	New
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	6,599,581.86	6,599,581.86	0.00	5,874,576.98	5,874,576.98	-11.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	12,959,493.75	0.00	12,959,493.75	13,497,213.97	0.00	13,497,213.97	4.1%
Economic Downturn/Declining Enrollment	0000	9760	7,459,493.75		7,459,493.75			0.00	
Strategic Plan Implementation	0000	9760	2,000,000.00		2,000,000.00			0.00	
Technology Update	0000	9760	1,000,000.00		1,000,000.00			0.00	
Textbook Adoption	0000	9760	1,000,000.00		1,000,000.00			0.00	
TK Expansion Plan Implementation	0000	9760	1,500,000.00		1,500,000.00			0.00	
Economic Downturn/Declining Enrollment	0000	9760			0.00	7,997,213.97		7,997,213.97	
Strategic Plan Implementation	0000	9760			0.00	2,000,000.00		2,000,000.00	
Technology Update	0000	9760			0.00	1,000,000.00		1,000,000.00	
Textbook Adoption	0000	9760			0.00	1,000,000.00		1,000,000.00	
TK Expansion Plan Implementation	0000	9760			0.00	1,500,000.00		1,500,000.00	
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	350,000.00	0.00	350,000.00	New
	0000	9780						0.00	
	0000	9780						0.00	
Compensated Absences	0000	9780			0.00	50,000.00		50,000.00	
CTE Required Match	0000	9780			0.00	100,000.00		100,000.00	
Site Donation Account	0000	9780			0.00	200,000.00		200,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,845,375.20	0.00	1,845,375.20	1,845,375.20	0.00	1,845,375.20	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	.01	(.01)	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	766,021.05	1,154,884.89
6230	California Clean Energy Jobs Act	16,944.04	16,944.04
6266	Educator Effectiveness, FY 2021-22	744,989.48	518,323.75
6300	Lottery: Instructional Materials	377,070.36	377,070.36
6547	Special Education Early Intervention Preschool Grant	361,062.90	45,860.22
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	1,195,573.50	895,573.50
7029	Child Nutrition: Food Service Staff Training Funds	35,217.80	0.00
7311	Classified School Employee Professional Development Block Grant	14,903.51	14,903.51
7388	SB 117 COVID-19 LEA Response Funds	65,690.62	0.00
7425	Expanded Learning Opportunities (ELO) Grant	88,924.07	88,924.07
7435	Learning Recovery Emergency Block Grant	2,699,898.60	2,549,898.60
9010	Other Restricted Local	233,285.93	212,194.04
Total, Restricted Balance		6,599,581.86	5,874,576.98

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,434.62	21,434.62	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,434.62	21,434.62	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,434.62	21,434.62	0.0%
2) Ending Balance, June 30 (E + F1e)			21,434.62	21,434.62	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	21,434.62	21,434.62	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks					
		9120	0.00		
c) in Revolving Cash Account					
		9130	0.00		
d) with Fiscal Agent/Trustee					
		9135	0.00		
e) Collections Awaiting Deposit					
		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		
4) Due from Grantor Government					
		9290	0.00		
5) Due from Other Funds					
		9310	0.00		
6) Stores					
		9320	0.00		
7) Prepaid Expenditures					
		9330	0.00		
8) Other Current Assets					
		9340	0.00		
9) Lease Receivable					
		9380	0.00		
10) TOTAL, ASSETS					
			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources					
		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS					
			0.00		
I. LIABILITIES					
1) Accounts Payable					
		9500	0.00		
2) Due to Grantor Governments					
		9590	0.00		
3) Due to Other Funds					
		9610	0.00		
4) Current Loans					
		9640	0.00		
5) Unearned Revenues					
		9650	0.00		
6) TOTAL, LIABILITIES					
			0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,434.62	21,434.62	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,434.62	21,434.62	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,434.62	21,434.62	0.0%
2) Ending Balance, June 30 (E + F1e)			21,434.62	21,434.62	0.0%
Components of Ending Fund Balance					

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	21,434.62	21,434.62	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
8210	Student Activity Funds	21,434.62	21,434.62
Total, Restricted Balance		21,434.62	21,434.62

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	8,939,086.00	9,013,352.00	0.8%
2) Federal Revenue		8100-8299	226,262.91	0.00	-100.0%
3) Other State Revenue		8300-8599	2,201,856.42	808,513.00	-63.3%
4) Other Local Revenue		8600-8799	552,985.91	431,507.00	-22.0%
5) TOTAL, REVENUES			11,920,191.24	10,253,372.00	-14.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	3,939,262.55	4,079,111.01	3.6%
2) Classified Salaries		2000-2999	629,017.51	636,872.44	1.2%
3) Employee Benefits		3000-3999	2,178,936.42	2,134,985.98	-2.0%
4) Books and Supplies		4000-4999	1,118,631.46	618,264.61	-44.7%
5) Services and Other Operating Expenditures		5000-5999	2,660,249.91	2,450,234.19	-7.9%
6) Capital Outlay		6000-6999	7,633.64	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,533,731.49	9,919,468.23	-5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,386,459.75	333,903.77	-75.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,386,459.75	333,903.77	-75.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,131,688.54	4,518,148.29	44.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,131,688.54	4,518,148.29	44.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,131,688.54	4,518,148.29	44.3%
2) Ending Balance, June 30 (E + F1e)					
			4,518,148.29	4,852,052.06	7.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	1,054,907.51	1,085,099.67	2.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,463,240.78	3,766,952.39	8.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		
4) Due from Grantor Government					
		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	3,101,927.00	3,492,989.00	12.6%
Education Protection Account State Aid - Current Year		8012	2,566,011.00	2,563,711.00	-0.1%
State Aid - Prior Years		8019	499,306.00	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	2,771,842.00	2,956,652.00	6.7%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,939,086.00	9,013,352.00	0.8%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	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	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	226,262.91	0.00	-100.0%
TOTAL, FEDERAL REVENUE			226,262.91	0.00	-100.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	31,028.00	31,028.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Lottery - Unrestricted and Instructional Materials		8560	158,952.42	159,740.00	0.5%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,011,876.00	617,745.00	-69.3%
TOTAL, OTHER STATE REVENUE			2,201,856.42	808,513.00	-63.3%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	37,468.75	40,000.00	6.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	515,517.16	391,507.00	-24.1%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			552,985.91	431,507.00	-22.0%
TOTAL, REVENUES			11,920,191.24	10,253,372.00	-14.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	3,208,349.08	3,330,305.83	3.8%
Certificated Pupil Support Salaries		1200	272,614.06	289,989.64	6.4%
Certificated Supervisors' and Administrators' Salaries		1300	405,040.47	400,606.32	-1.1%
Other Certificated Salaries		1900	53,258.94	58,209.22	9.3%
TOTAL, CERTIFICATED SALARIES			3,939,262.55	4,079,111.01	3.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	55,818.63	46,243.01	-17.2%
Classified Support Salaries		2200	254,909.22	312,004.76	22.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	261,332.36	262,140.97	0.3%
Other Classified Salaries		2900	56,957.30	16,483.70	-71.1%
TOTAL, CLASSIFIED SALARIES			629,017.51	636,872.44	1.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,105,940.60	1,132,551.36	2.4%
PERS		3201-3202	170,094.65	145,266.40	-14.6%
OASDI/Medicare/Alternative		3301-3302	103,756.26	71,753.67	-30.8%
Health and Welfare Benefits		3401-3402	538,965.93	540,259.10	0.2%
Unemployment Insurance		3501-3502	21,742.90	2,237.71	-89.7%
Workers' Compensation		3601-3602	47,539.14	57,002.04	19.9%
OPEB, Allocated		3701-3702	188,555.20	183,597.20	-2.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,341.74	2,318.50	-1.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			2,178,936.42	2,134,985.98	-2.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	109,000.00	56,340.00	-48.3%
Books and Other Reference Materials		4200	2,170.50	1,000.00	-53.9%
Materials and Supplies		4300	895,817.86	545,070.00	-39.2%
Noncapitalized Equipment		4400	111,643.10	15,854.61	-85.8%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,118,631.46	618,264.61	-44.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	29,530.14	2,260.32	-92.3%
Dues and Memberships		5300	15,043.00	0.00	-100.0%
Insurance		5400-5450	87,977.00	177,623.40	101.9%
Operations and Housekeeping Services		5500	190,188.25	225,500.00	18.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	20,400.00	10,400.00	-49.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,958,567.56	1,960,082.00	0.1%
Professional/Consulting Services and Operating Expenditures		5800	343,804.61	73,317.30	-78.7%
Communications		5900	14,739.35	1,051.17	-92.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,660,249.91	2,450,234.19	-7.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	7,633.64	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			7,633.64	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			10,533,731.49	9,919,468.23	-5.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	8,939,086.00	9,013,352.00	0.8%
2) Federal Revenue		8100-8299	226,262.91	0.00	-100.0%
3) Other State Revenue		8300-8599	2,201,856.42	808,513.00	-63.3%
4) Other Local Revenue		8600-8799	552,985.91	431,507.00	-22.0%
5) TOTAL, REVENUES			11,920,191.24	10,253,372.00	-14.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		5,958,259.53	5,662,356.64	-5.0%
2) Instruction - Related Services	2000-2999		1,010,437.72	1,031,821.81	2.1%
3) Pupil Services	3000-3999		585,015.39	463,488.75	-20.8%
4) Ancillary Services	4000-4999		435,270.00	67,822.73	-84.4%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		2,040,032.00	2,131,351.80	4.5%
8) Plant Services	8000-8999		504,716.85	562,626.50	11.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			10,533,731.49	9,919,468.23	-5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,386,459.75	333,903.77	-75.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,386,459.75	333,903.77	-75.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,131,688.54	4,518,148.29	44.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,131,688.54	4,518,148.29	44.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,131,688.54	4,518,148.29	44.3%
2) Ending Balance, June 30 (E + F1e)			4,518,148.29	4,852,052.06	7.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,054,907.51	1,085,099.67	2.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,463,240.78	3,766,952.39	8.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
6230	California Clean Energy Jobs Act	5,879.00	5,879.00
6266	Educator Effectiveness, FY 2021-22	126,540.00	126,540.00
6300	Lottery: Instructional Materials	40,317.79	40,317.79
6331	CA Community Schools Partnership Act - Planning Grant	0.00	94,500.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	359,446.00	359,446.00
7311	Classified School Employee Professional Development Block Grant	232.09	232.09
7388	SB 117 COVID-19 LEA Response Funds	5,783.00	5,783.00
7412	A-G Access/Success Grant	64,553.86	9,384.67
7413	A-G Learning Loss Mitigation Grant	12,893.00	12,893.00
7425	Expanded Learning Opportunities (ELO) Grant	65,170.47	65,170.47
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	9,594.57	455.92
7435	Learning Recovery Emergency Block Grant	360,623.00	360,623.00
9010	Other Restricted Local	3,874.73	3,874.73
Total, Restricted Balance		1,054,907.51	1,085,099.67

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	13,230.00	0.00	-100.0%
3) Other State Revenue		8300-8599	284,146.08	283,796.08	-0.1%
4) Other Local Revenue		8600-8799	406.14	1,000.00	146.2%
5) TOTAL, REVENUES			297,782.22	284,796.08	-4.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	4,379.19	7,811.52	78.4%
2) Classified Salaries		2000-2999	163,720.70	179,662.05	9.7%
3) Employee Benefits		3000-3999	68,731.43	75,941.21	10.5%
4) Books and Supplies		4000-4999	47,004.16	9,481.93	-79.8%
5) Services and Other Operating Expenditures		5000-5999	3,000.00	2,000.00	-33.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	11,348.72	9,899.37	-12.8%
9) TOTAL, EXPENDITURES			298,184.20	284,796.08	-4.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(401.98)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(401.98)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	401.98	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			401.98	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			401.98	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
0.00					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
9740			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
9789			0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
9790			0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
9111			0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
9150					
0.00					
3) Accounts Receivable					
9200					
0.00					
4) Due from Grantor Government					
9290					
0.00					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	13,230.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			13,230.00	0.00	-100.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	258,004.00	258,004.00	0.0%
All Other State Revenue	All Other	8590	26,142.08	25,792.08	-1.3%
TOTAL, OTHER STATE REVENUE			284,146.08	283,796.08	-0.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	406.14	1,000.00	146.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			406.14	1,000.00	146.2%
TOTAL, REVENUES			297,782.22	284,796.08	-4.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	4,379.19	7,811.52	78.4%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			4,379.19	7,811.52	78.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	151,682.59	167,567.73	10.5%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	12,038.11	12,094.32	0.5%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			163,720.70	179,662.05	9.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,186.43	1,478.08	24.6%
PERS		3201-3202	26,006.65	31,738.13	22.0%
OASDI/Medicare/Alternative		3301-3302	9,559.94	11,063.59	15.7%
Health and Welfare Benefits		3401-3402	28,438.79	28,611.40	0.6%
Unemployment Insurance		3501-3502	745.89	83.90	-88.8%
Workers' Compensation		3601-3602	1,636.66	1,841.11	12.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,157.07	1,125.00	-2.8%
TOTAL, EMPLOYEE BENEFITS			68,731.43	75,941.21	10.5%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	3,000.00	1,000.00	-66.7%
Materials and Supplies		4300	34,212.08	6,814.90	-80.1%
Noncapitalized Equipment		4400	9,792.08	1,667.03	-83.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			47,004.16	9,481.93	-79.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	3,000.00	0.00	-100.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	2,000.00	New
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,000.00	2,000.00	-33.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			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	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	11,348.72	9,899.37	-12.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			11,348.72	9,899.37	-12.8%
TOTAL, EXPENDITURES			298,184.20	284,796.08	-4.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	13,230.00	0.00	-100.0%
3) Other State Revenue		8300-8599	284,146.08	283,796.08	-0.1%
4) Other Local Revenue		8600-8799	406.14	1,000.00	146.2%
5) TOTAL, REVENUES			297,782.22	284,796.08	-4.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		264,060.72	248,183.33	-6.0%
2) Instruction - Related Services	2000-2999		22,774.76	26,713.38	17.3%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		11,348.72	9,899.37	-12.8%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			298,184.20	284,796.08	-4.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(401.98)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(401.98)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	401.98	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			401.98	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			401.98	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,785,949.63	2,263,099.00	-18.8%
3) Other State Revenue		8300-8599	2,130,000.00	1,825,000.00	-14.3%
4) Other Local Revenue		8600-8799	39,000.00	39,500.00	1.3%
5) TOTAL, REVENUES			4,954,949.63	4,127,599.00	-16.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,005,287.00	1,117,140.39	11.1%
3) Employee Benefits		3000-3999	336,379.47	407,767.67	21.2%
4) Books and Supplies		4000-4999	1,602,496.36	1,665,099.00	3.9%
5) Services and Other Operating Expenditures		5000-5999	178,247.30	160,500.00	-10.0%
6) Capital Outlay		6000-6999	199,000.00	180,000.00	-9.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	74,078.46	124,012.63	67.4%
9) TOTAL, EXPENDITURES			3,395,488.59	3,654,519.69	7.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,559,461.04	473,079.31	-69.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,559,461.04	473,079.31	-69.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,380,199.16	3,939,660.20	65.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,380,199.16	3,939,660.20	65.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,380,199.16	3,939,660.20	65.5%
2) Ending Balance, June 30 (E + F1e)					
			3,939,660.20	4,412,739.51	12.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,939,660.20	4,401,239.51	11.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	11,500.00	New
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		
4) Due from Grantor Government					
		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	2,785,949.63	2,263,099.00	-18.8%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,785,949.63	2,263,099.00	-18.8%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	2,130,000.00	1,825,000.00	-14.3%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,130,000.00	1,825,000.00	-14.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	2,000.00	0.00	-100.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	14,000.00	24,500.00	75.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	23,000.00	15,000.00	-34.8%
TOTAL, OTHER LOCAL REVENUE			39,000.00	39,500.00	1.3%
TOTAL, REVENUES			4,954,949.63	4,127,599.00	-16.7%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	818,871.22	932,562.19	13.9%
Classified Supervisors' and Administrators' Salaries		2300	126,869.36	122,869.08	-3.2%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	59,546.42	61,709.12	3.6%
TOTAL, CLASSIFIED SALARIES			1,005,287.00	1,117,140.39	11.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	181,119.05	231,447.28	27.8%
OASDI/Medicare/Alternative		3301-3302	53,737.64	76,990.17	43.3%
Health and Welfare Benefits		3401-3402	75,054.85	75,067.30	0.0%
Unemployment Insurance		3501-3502	4,977.95	547.96	-89.0%
Workers' Compensation		3601-3602	10,888.80	12,023.26	10.4%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	10,601.18	11,691.70	10.3%
TOTAL, EMPLOYEE BENEFITS			336,379.47	407,767.67	21.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	156,846.73	181,000.00	15.4%
Noncapitalized Equipment		4400	35,000.00	45,000.00	28.6%
Food		4700	1,410,649.63	1,439,099.00	2.0%
TOTAL, BOOKS AND SUPPLIES			1,602,496.36	1,665,099.00	3.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	7,841.30	5,600.00	-28.6%
Dues and Memberships		5300	750.00	1,000.00	33.3%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	3,500.00	0.00	-100.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	81,790.00	85,500.00	4.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,500.00	2,700.00	80.0%
Professional/Consulting Services and Operating Expenditures		5800	81,666.00	65,100.00	-20.3%
Communications		5900	1,200.00	600.00	-50.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			178,247.30	160,500.00	-10.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	45,000.00	50,000.00	11.1%
Equipment Replacement		6500	154,000.00	130,000.00	-15.6%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			199,000.00	180,000.00	-9.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	74,078.46	124,012.63	67.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			74,078.46	124,012.63	67.4%
TOTAL, EXPENDITURES			3,395,488.59	3,654,519.69	7.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,785,949.63	2,263,099.00	-18.8%
3) Other State Revenue		8300-8599	2,130,000.00	1,825,000.00	-14.3%
4) Other Local Revenue		8600-8799	39,000.00	39,500.00	1.3%
5) TOTAL, REVENUES			4,954,949.63	4,127,599.00	-16.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		3,317,910.13	3,530,507.06	6.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		74,078.46	124,012.63	67.4%
8) Plant Services	8000-8999		3,500.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,395,488.59	3,654,519.69	7.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,559,461.04	473,079.31	-69.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,559,461.04	473,079.31	-69.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,380,199.16	3,939,660.20	65.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,380,199.16	3,939,660.20	65.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,380,199.16	3,939,660.20	65.5%
2) Ending Balance, June 30 (E + F1e)			3,939,660.20	4,412,739.51	12.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,939,660.20	4,401,239.51	11.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	11,500.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	3,850,556.72	4,237,136.03
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	89,103.48	164,103.48
Total, Restricted Balance		3,939,660.20	4,401,239.51

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	33,000.00	61,000.00	84.8%
5) TOTAL, REVENUES			33,000.00	61,000.00	84.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	10,000.00	0.00	-100.0%
3) Employee Benefits		3000-3999	3,316.70	0.00	-100.0%
4) Books and Supplies		4000-4999	65,114.70	40,000.00	-38.6%
5) Services and Other Operating Expenditures		5000-5999	93,358.00	921,000.00	886.5%
6) Capital Outlay		6000-6999	1,659,556.48	599,000.00	-63.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,831,345.88	1,560,000.00	-14.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,798,345.88)	(1,499,000.00)	-16.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,409,508.12	1,525,000.00	8.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,409,508.12	1,525,000.00	8.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(388,837.76)	26,000.00	-106.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,723,830.18	5,334,992.42	-6.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,723,830.18	5,334,992.42	-6.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,723,830.18	5,334,992.42	-6.8%
2) Ending Balance, June 30 (E + F1e)			5,334,992.42	5,360,992.42	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,334,992.42	5,360,992.42	0.5%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			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	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	33,000.00	61,000.00	84.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			33,000.00	61,000.00	84.8%
TOTAL, REVENUES			33,000.00	61,000.00	84.8%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	10,000.00	0.00	-100.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			10,000.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	2,537.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	620.00	0.00	-100.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	50.00	0.00	-100.0%
Workers' Compensation		3601-3602	109.70	0.00	-100.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			3,316.70	0.00	-100.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	52,184.70	40,000.00	-23.3%
Noncapitalized Equipment		4400	12,930.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			65,114.70	40,000.00	-38.6%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,000.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	89,358.00	921,000.00	930.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			93,358.00	921,000.00	886.5%
CAPITAL OUTLAY					
Land Improvements		6170	673,405.00	400,000.00	-40.6%
Buildings and Improvements of Buildings		6200	351,363.00	0.00	-100.0%
Equipment		6400	373,876.48	199,000.00	-46.8%
Equipment Replacement		6500	260,912.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,659,556.48	599,000.00	-63.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,831,345.88	1,560,000.00	-14.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	1,409,508.12	1,525,000.00	8.2%
(a) TOTAL, INTERFUND TRANSFERS IN			1,409,508.12	1,525,000.00	8.2%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,409,508.12	1,525,000.00	8.2%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	33,000.00	61,000.00	84.8%
5) TOTAL, REVENUES			33,000.00	61,000.00	84.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,831,345.88	1,560,000.00	-14.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,831,345.88	1,560,000.00	-14.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,798,345.88)	(1,499,000.00)	-16.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,409,508.12	1,525,000.00	8.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,409,508.12	1,525,000.00	8.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(388,837.76)	26,000.00	-106.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,723,830.18	5,334,992.42	-6.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,723,830.18	5,334,992.42	-6.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,723,830.18	5,334,992.42	-6.8%
2) Ending Balance, June 30 (E + F1e)			5,334,992.42	5,360,992.42	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,334,992.42	5,360,992.42	0.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	60.00	75.00	25.0%
5) TOTAL, REVENUES			60.00	75.00	25.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			60.00	75.00	25.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			60.00	75.00	25.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,588.26	5,648.26	1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,588.26	5,648.26	1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,588.26	5,648.26	1.1%
2) Ending Balance, June 30 (E + F1e)					
			5,648.26	5,723.26	1.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,648.26	5,723.26	1.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		
4) Due from Grantor Government					
		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	60.00	75.00	25.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			60.00	75.00	25.0%
TOTAL, REVENUES			60.00	75.00	25.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	60.00	75.00	25.0%
5) TOTAL, REVENUES			60.00	75.00	25.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			60.00	75.00	25.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			60.00	75.00	25.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,588.26	5,648.26	1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,588.26	5,648.26	1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,588.26	5,648.26	1.1%
2) Ending Balance, June 30 (E + F1e)			5,648.26	5,723.26	1.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,648.26	5,723.26	1.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	110,000.00	119,000.00	8.2%
5) TOTAL, REVENUES			110,000.00	119,000.00	8.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	60,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	9,771,626.38	6,495,600.00	-33.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,831,626.38	6,495,600.00	-33.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(9,721,626.38)	(6,376,600.00)	-34.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,600,000.00	1,000,000.00	-37.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,600,000.00	1,000,000.00	-37.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(8,121,626.38)	(5,376,600.00)	-33.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,548,226.38	5,426,600.00	-59.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,548,226.38	5,426,600.00	-59.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,548,226.38	5,426,600.00	-59.9%
2) Ending Balance, June 30 (E + F1e)			5,426,600.00	50,000.00	-99.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	5,426,600.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	50,000.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	110,000.00	119,000.00	8.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			110,000.00	119,000.00	8.2%
TOTAL, REVENUES			110,000.00	119,000.00	8.2%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	30,000.00	0.00	-100.0%
Noncapitalized Equipment		4400	30,000.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			60,000.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	9,771,626.38	6,495,600.00	-33.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			9,771,626.38	6,495,600.00	-33.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			9,831,626.38	6,495,600.00	-33.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	1,600,000.00	1,000,000.00	-37.5%
(a) TOTAL, INTERFUND TRANSFERS IN			1,600,000.00	1,000,000.00	-37.5%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,600,000.00	1,000,000.00	-37.5%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	110,000.00	119,000.00	8.2%
5) TOTAL, REVENUES			110,000.00	119,000.00	8.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		9,831,626.38	6,495,600.00	-33.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			9,831,626.38	6,495,600.00	-33.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(9,721,626.38)	(6,376,600.00)	-34.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,600,000.00	1,000,000.00	-37.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,600,000.00	1,000,000.00	-37.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(8,121,626.38)	(5,376,600.00)	-33.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,548,226.38	5,426,600.00	-59.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,548,226.38	5,426,600.00	-59.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,548,226.38	5,426,600.00	-59.9%
2) Ending Balance, June 30 (E + F1e)			5,426,600.00	50,000.00	-99.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	5,426,600.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	50,000.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	5,426,600.00	0.00
Total, Restricted Balance		5,426,600.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	764,130.40	413,000.00	-46.0%
5) TOTAL, REVENUES			764,130.40	413,000.00	-46.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	22,500.00	35,000.00	55.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			22,500.00	35,000.00	55.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			741,630.40	378,000.00	-49.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,600,000.00	1,000,000.00	-37.5%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,600,000.00)	(1,000,000.00)	-37.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(858,369.60)	(622,000.00)	-27.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,875,189.69	1,016,820.09	-45.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,875,189.69	1,016,820.09	-45.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,875,189.69	1,016,820.09	-45.8%
2) Ending Balance, June 30 (E + F1e)			1,016,820.09	394,820.09	-61.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,016,820.09	394,820.09	-61.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	16,000.00	13,000.00	-18.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	748,130.40	400,000.00	-46.5%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			764,130.40	413,000.00	-46.0%
TOTAL, REVENUES			764,130.40	413,000.00	-46.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	22,500.00	25,000.00	11.1%
Professional/Consulting Services and Operating Expenditures		5800	0.00	10,000.00	New
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			22,500.00	35,000.00	55.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			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	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			22,500.00	35,000.00	55.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,600,000.00	1,000,000.00	-37.5%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,600,000.00	1,000,000.00	-37.5%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,600,000.00)	(1,000,000.00)	-37.5%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	764,130.40	413,000.00	-46.0%
5) TOTAL, REVENUES			764,130.40	413,000.00	-46.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		22,500.00	35,000.00	55.6%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			22,500.00	35,000.00	55.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			741,630.40	378,000.00	-49.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,600,000.00	1,000,000.00	-37.5%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,600,000.00)	(1,000,000.00)	-37.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(858,369.60)	(622,000.00)	-27.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,875,189.69	1,016,820.09	-45.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,875,189.69	1,016,820.09	-45.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,875,189.69	1,016,820.09	-45.8%
2) Ending Balance, June 30 (E + F1e)			1,016,820.09	394,820.09	-61.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,016,820.09	394,820.09	-61.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	1,016,820.09	394,820.09
Total, Restricted Balance		1,016,820.09	394,820.09

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,200.00	1,700.00	41.7%
5) TOTAL, REVENUES			1,200.00	1,700.00	41.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,000.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,800.00)	1,700.00	-194.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,800.00)	1,700.00	-194.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	169,062.07	167,262.07	-1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			169,062.07	167,262.07	-1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			169,062.07	167,262.07	-1.1%
2) Ending Balance, June 30 (E + F1e)			167,262.07	168,962.07	1.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	167,262.07	168,962.07	1.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			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	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,200.00	1,700.00	41.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,200.00	1,700.00	41.7%
TOTAL, REVENUES			1,200.00	1,700.00	41.7%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,000.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,000.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			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	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,000.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,200.00	1,700.00	41.7%
5) TOTAL, REVENUES			1,200.00	1,700.00	41.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(1,800.00)	1,700.00	-194.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(1,800.00)	1,700.00	-194.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	169,062.07	167,262.07	-1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			169,062.07	167,262.07	-1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			169,062.07	167,262.07	-1.1%
2) Ending Balance, June 30 (E + F1e)			167,262.07	168,962.07	1.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	167,262.07	168,962.07	1.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	19,964.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	2,604,790.00	28,500.00	-98.9%
5) TOTAL, REVENUES			2,624,754.00	28,500.00	-98.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,516,416.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,516,416.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			108,338.00	28,500.00	-73.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			108,338.00	28,500.00	-73.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,301,740.43	3,410,078.43	3.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,301,740.43	3,410,078.43	3.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,301,740.43	3,410,078.43	3.3%
2) Ending Balance, June 30 (E + F1e)			3,410,078.43	3,438,578.43	0.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,410,078.43	3,438,578.43	0.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	19,964.00	0.00	-100.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			19,964.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	2,504,202.00	0.00	-100.0%
Unsecured Roll		8612	36,358.00	0.00	-100.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	54,320.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	9,910.00	28,500.00	187.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,604,790.00	28,500.00	-98.9%
TOTAL, REVENUES			2,624,754.00	28,500.00	-98.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	1,205,000.00	0.00	-100.0%
Bond Interest and Other Service Charges		7434	1,311,416.00	0.00	-100.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,516,416.00	0.00	-100.0%
TOTAL, EXPENDITURES			2,516,416.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	19,964.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	2,604,790.00	28,500.00	-98.9%
5) TOTAL, REVENUES			2,624,754.00	28,500.00	-98.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	2,516,416.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			2,516,416.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			108,338.00	28,500.00	-73.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			108,338.00	28,500.00	-73.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,301,740.43	3,410,078.43	3.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,301,740.43	3,410,078.43	3.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,301,740.43	3,410,078.43	3.3%
2) Ending Balance, June 30 (E + F1e)			3,410,078.43	3,438,578.43	0.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,410,078.43	3,438,578.43	0.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	73,346.00	9,000.00	-87.7%
5) TOTAL, REVENUES			73,346.00	9,000.00	-87.7%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			73,346.00	9,000.00	-87.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			73,346.00	9,000.00	-87.7%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	21,345.52	44,192.00	107.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,345.52	44,192.00	107.0%
d) Other Restatements		9795	(50,499.52)	0.00	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(29,154.00)	44,192.00	-251.6%
2) Ending Net Position, June 30 (E + F1e)			44,192.00	53,192.00	20.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	27,945.52	27,945.52	0.0%
c) Unrestricted Net Position		9790	16,246.48	25,246.48	55.4%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	6,600.00	9,000.00	36.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	66,746.00	0.00	-100.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			73,346.00	9,000.00	-87.7%
TOTAL, REVENUES			73,346.00	9,000.00	-87.7%
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	73,346.00	9,000.00	-87.7%
5) TOTAL, REVENUES			73,346.00	9,000.00	-87.7%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			73,346.00	9,000.00	-87.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			73,346.00	9,000.00	-87.7%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	21,345.52	44,192.00	107.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,345.52	44,192.00	107.0%
d) Other Restatements		9795	(50,499.52)	0.00	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(29,154.00)	44,192.00	-251.6%
2) Ending Net Position, June 30 (E + F1e)			44,192.00	53,192.00	20.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	27,945.52	27,945.52	0.0%
c) Unrestricted Net Position		9790	16,246.48	25,246.48	55.4%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	27,945.52	27,945.52
Total, Restricted Net Position		27,945.52	27,945.52

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,485,000.00	1,738,000.00	17.0%
5) TOTAL, REVENUES			1,485,000.00	1,738,000.00	17.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,485,000.00	1,738,000.00	17.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			1,485,000.00	1,738,000.00	17.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	7,131,002.69	8,616,002.69	20.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,131,002.69	8,616,002.69	20.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			7,131,002.69	8,616,002.69	20.8%
2) Ending Net Position, June 30 (E + F1e)			8,616,002.69	10,354,002.69	20.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	8,616,002.69	10,354,002.69	20.2%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets		9400	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	0.00	268,000.00	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,485,000.00	1,470,000.00	-1.0%
TOTAL, OTHER LOCAL REVENUE			1,485,000.00	1,738,000.00	17.0%
TOTAL, REVENUES			1,485,000.00	1,738,000.00	17.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,485,000.00	1,738,000.00	17.0%
5) TOTAL, REVENUES			1,485,000.00	1,738,000.00	17.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,485,000.00	1,738,000.00	17.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			1,485,000.00	1,738,000.00	17.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	7,131,002.69	8,616,002.69	20.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,131,002.69	8,616,002.69	20.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			7,131,002.69	8,616,002.69	20.8%
2) Ending Net Position, June 30 (E + F1e)			8,616,002.69	10,354,002.69	20.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	8,616,002.69	10,354,002.69	20.2%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Net Position		0.00	0.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	45,526,947.00	-1.42%	44,878,510.20	0.21%	44,974,559.85
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	778,581.00	1.09%	787,106.37	0.85%	793,818.92
4. Other Local Revenues	8600-8799	2,072,800.00	-1.31%	2,045,555.42	-0.27%	2,039,982.66
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(8,330,813.45)	6.36%	(8,860,372.97)	3.26%	(9,149,650.91)
6. Total (Sum lines A1 thru A5c)		40,047,514.55	-2.99%	38,850,799.02	-0.49%	38,658,710.52
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				18,721,915.68		19,159,560.58
b. Step & Column Adjustment				437,644.90		377,962.59
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,721,915.68	2.34%	19,159,560.58	1.97%	19,537,523.17
2. Classified Salaries						
a. Base Salaries				5,375,782.50		5,512,335.14
b. Step & Column Adjustment				136,552.64		140,031.48
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,375,782.50	2.54%	5,512,335.14	2.54%	5,652,366.62
3. Employee Benefits	3000-3999	9,315,778.28	4.88%	9,770,407.72	0.85%	9,853,818.18
4. Books and Supplies	4000-4999	2,978,732.36	3.02%	3,068,690.08	2.64%	3,149,703.50
5. Services and Other Operating Expenditures	5000-5999	1,820,025.99	5.44%	1,919,117.23	4.55%	2,006,525.47
6. Capital Outlay	6000-6999	135,000.00	0.00%	135,000.00	0.00%	135,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(232,940.49)	0.00%	(232,940.49)	0.00%	(232,940.49)
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)				0.00		0.00
11. Total (Sum lines B1 thru B10)		39,114,294.32	3.11%	40,332,170.26	1.91%	41,101,996.45

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		933,220.23		(1,481,371.24)		(2,443,285.93)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		14,804,868.95		15,738,089.18		14,256,717.94
2. Ending Fund Balance (Sum lines C and D1)		15,738,089.18		14,256,717.94		11,813,432.01
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,500.00		45,500.00		45,500.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	13,497,213.97		11,992,686.45		9,511,311.60
d. Assigned	9780	350,000.00		350,000.00		350,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,845,375.20		1,868,531.49		1,906,620.41
2. Unassigned/Unappropriated	9790	.01		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		15,738,089.18		14,256,717.94		11,813,432.01
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,845,375.20		1,868,531.49		1,906,620.41
c. Unassigned/Unappropriated	9790	.01		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		1,845,375.21		1,868,531.49		1,906,620.41
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.						
Step and column adjustments.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	1,331,967.00	0.00%	1,331,967.00	0.00%	1,331,967.00
2. Federal Revenues	8100-8299	3,404,915.82	-50.62%	1,681,367.00	0.00%	1,681,367.00
3. Other State Revenues	8300-8599	5,865,814.17	5.20%	6,170,881.00	3.26%	6,371,845.00
4. Other Local Revenues	8600-8799	2,739,697.00	2.87%	2,818,234.70	2.70%	2,894,269.26
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	8,330,813.45	6.36%	8,860,372.97	3.26%	9,149,650.91
6. Total (Sum lines A1 thru A5c)		21,673,207.44	-3.74%	20,862,822.67	2.71%	21,429,099.17
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,992,605.36		4,927,297.12
b. Step & Column Adjustment				103,066.04		150,639.31
c. Cost-of-Living Adjustment						
d. Other Adjustments				(168,374.28)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,992,605.36	-1.31%	4,927,297.12	3.06%	5,077,936.43
2. Classified Salaries						
a. Base Salaries				3,877,737.18		3,550,804.90
b. Step & Column Adjustment				96,943.42		90,648.64
c. Cost-of-Living Adjustment						
d. Other Adjustments				(423,875.70)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,877,737.18	-8.43%	3,550,804.90	2.55%	3,641,453.54
3. Employee Benefits	3000-3999	5,713,586.65	8.20%	6,182,105.96	2.38%	6,329,518.92
4. Books and Supplies	4000-4999	1,575,304.87	-21.69%	1,233,642.44	-11.40%	1,093,062.87
5. Services and Other Operating Expenditures	5000-5999	2,905,502.10	-10.15%	2,610,664.54	5.43%	2,752,414.94
6. Capital Outlay	6000-6999	111,866.68	0.00%	111,866.68	-8.94%	101,866.68
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,597,581.00	4.40%	2,711,802.70	4.42%	2,831,735.49
8. Other Outgo - Transfers of Indirect Costs	7300-7399	99,028.49	0.00%	99,028.49	0.00%	99,028.49
9. Other Financing Uses						
a. Transfers Out	7600-7629	525,000.00	0.00%	525,000.00	0.00%	525,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		22,398,212.33	-1.99%	21,952,212.83	2.28%	22,452,017.36
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(725,004.89)		(1,089,390.16)		(1,022,918.19)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,599,581.86		5,874,576.97		4,785,186.81
2. Ending Fund Balance (Sum lines C and D1)		5,874,576.97		4,785,186.81		3,762,268.62
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	5,874,576.98		4,785,186.81		3,762,268.62
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(.01)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,874,576.97		4,785,186.81		3,762,268.62
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
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.						
Step and column adjustments.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	46,858,914.00	-1.38%	46,210,477.20	0.21%	46,306,526.85
2. Federal Revenues	8100-8299	3,404,915.82	-50.62%	1,681,367.00	0.00%	1,681,367.00
3. Other State Revenues	8300-8599	6,644,395.17	4.72%	6,957,987.37	2.98%	7,165,663.92
4. Other Local Revenues	8600-8799	4,812,497.00	1.07%	4,863,790.12	1.45%	4,934,251.92
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		61,720,721.99	-3.25%	59,713,621.69	0.63%	60,087,809.69
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				23,714,521.04		24,086,857.70
b. Step & Column Adjustment				540,710.94		528,601.90
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(168,374.28)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	23,714,521.04	1.57%	24,086,857.70	2.19%	24,615,459.60
2. Classified Salaries						
a. Base Salaries				9,253,519.68		9,063,140.04
b. Step & Column Adjustment				233,496.06		230,680.12
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(423,875.70)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	9,253,519.68	-2.06%	9,063,140.04	2.55%	9,293,820.16
3. Employee Benefits	3000-3999	15,029,364.93	6.14%	15,952,513.68	1.45%	16,183,337.10
4. Books and Supplies	4000-4999	4,554,037.23	-5.53%	4,302,332.52	-1.38%	4,242,766.37
5. Services and Other Operating Expenditures	5000-5999	4,725,528.09	-4.14%	4,529,781.77	5.06%	4,758,940.41
6. Capital Outlay	6000-6999	246,866.68	0.00%	246,866.68	-4.05%	236,866.68
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,597,581.00	4.40%	2,711,802.70	4.42%	2,831,735.49
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(133,912.00)	0.00%	(133,912.00)	0.00%	(133,912.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,525,000.00	0.00%	1,525,000.00	0.00%	1,525,000.00
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)		61,512,506.65	1.25%	62,284,383.09	2.04%	63,554,013.81
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		208,215.34		(2,570,761.40)		(3,466,204.12)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		21,404,450.81		21,612,666.15		19,041,904.75
2. Ending Fund Balance (Sum lines C and D1)		21,612,666.15		19,041,904.75		15,575,700.63
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,500.00		45,500.00		45,500.00
b. Restricted	9740	5,874,576.98		4,785,186.81		3,762,268.62
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	13,497,213.97		11,992,686.45		9,511,311.60
d. Assigned	9780	350,000.00		350,000.00		350,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,845,375.20		1,868,531.49		1,906,620.41
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		21,612,666.15		19,041,904.75		15,575,700.63
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,845,375.20		1,868,531.49		1,906,620.41
c. Unassigned/Unappropriated	9790	.01		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(.01)		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 E1a thru E2c)		1,845,375.20		1,868,531.49		1,906,620.41
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
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?	No					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
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 A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		3,620.00		3,599.90		3,595.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		61,512,506.65		62,284,383.09		63,554,013.81
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)						
		61,512,506.65		62,284,383.09		63,554,013.81
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)						
		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		1,845,375.20		1,868,531.49		1,906,620.41
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)						
		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)						
		1,845,375.20		1,868,531.49		1,906,620.41
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

2023-24

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		2023-24 Budget Adoption
Form	Fund	
01	General Fund/County School Service Fund	\$ 15,739,789
17	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 15,739,789
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,845,375
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 13,894,414

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
01	General Fund/County School Service Fund	1,000,000
01	General Fund/County School Service Fund	7,998,914
01	General Fund/County School Service Fund	45,500
01	General Fund/County School Service Fund	50,000
01	General Fund/County School Service Fund	1,500,000
01	General Fund/County School Service Fund	2,000,000
01	General Fund/County School Service Fund	100,000
01	General Fund/County School Service Fund	200,000
01	General Fund/County School Service Fund	-
Total of Substantiated Needs		\$ 13,894,414

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.



2024-25

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		2024-25 Budget Adoption
Form	Fund	
01	General Fund/County School Service Fund	\$ 14,256,718
17	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 14,256,718
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,868,531
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 12,388,186

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
01	General Fund/County School Service Fund	1,000,000
01	General Fund/County School Service Fund	6,492,686
01	General Fund/County School Service Fund	45,500
01	General Fund/County School Service Fund	50,000
01	General Fund/County School Service Fund	1,500,000
01	General Fund/County School Service Fund	2,000,000
01	General Fund/County School Service Fund	100,000
01	General Fund/County School Service Fund	200,000
Total of Substantiated Needs		\$ 12,388,186

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.



2025-26
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		2025-26 Budget Adoption
Form	Fund	
01	General Fund/County School Service Fund	\$ 11,813,432
01	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 11,813,432
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,906,620
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 9,906,812

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties		2025-26 Budget Adoption	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	4,011,312	<i>Reserve for Cashflow/COVID Crisis</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>
Total of Substantiated Needs		\$ 9,906,812	

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.



Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
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)	3,666.73	3,666.73	4,015.12	3,620.00	3,620.00	3,821.71
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)						
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)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3,666.73	3,666.73	4,015.12	3,620.00	3,620.00	3,821.71
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,666.73	3,666.73	4,015.12	3,620.00	3,620.00	3,821.71
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
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	0.00	0.00	0.00	0.00	0.00	0.00
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
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	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
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	710.11	710.11	713.06	736.75	736.75	736.75
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
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	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	710.11	710.11	713.06	736.75	736.75	736.75
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	710.11	710.11	713.06	736.75	736.75	736.75

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	71,091,058.22
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	4,919,533.89
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	935,745.68
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	1,409,508.12
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	649,070.00

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)				3,031,884.00
D. Plus additional MOE expenditures:	All	All	1000-7143, 7300-7439	0.00
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)			minus 8000-8699	
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)				63,139,640.33
Section II - Expenditures Per ADA				2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				4,376.84
B. Expenditures per ADA (Line I.E divided by Line II.A)				14,425.85

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	55,914,868.24	13,072.13
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)	55,914,868.24	13,072.13
B. Required effort (Line A.2 times 90%)	50,323,381.42	11,764.92
C. Current year expenditures (Line I.E and Line II.B)	63,139,640.33	14,425.85
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

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

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) 1,710,485.53
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. 0.00
 - 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) 50,765,818.92

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) 3.37%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

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

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 2,808,680.23
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)	43,000.00
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)	167,617.79
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)	3,019,298.02
9. Carry-Forward Adjustment (Part IV, Line F)	88,720.83
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	3,108,018.85

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	42,358,880.67
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	8,725,098.13
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	5,511,567.91
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	569,297.01
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)	554,290.53
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)	5,524.33
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)	4,806,203.80
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)	286,835.48
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,711,760.50
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)	64,567,018.56

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)	4.68%
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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)	4.81%
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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)	3,019,298.02
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	88,720.83
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 (4.83%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	88,720.83
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)	88,720.83

Approved indirect cost rate: 4.82%
Highest rate used in any program: 4.83%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	981,567.07	44,140.15	4.50%
01	3010	303,737.51	13,966.95	4.60%
01	3212	1,170,711.85	42,170.14	3.60%
01	3213	89,986.44	435.56	0.48%
01	4035	134,253.00	3,960.00	2.95%
01	4203	68,803.48	3,316.33	4.82%
01	6010	181,993.10	8,772.07	4.82%
01	7422	315,754.24	10,275.02	3.25%
12	6105	246,655.28	11,348.72	4.60%
13	5310	1,533,697.50	74,078.46	4.83%

Budget, July 1
2022-23 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		462,535.73	462,535.73
2. State Lottery Revenue	8560	755,750.00		311,852.42	1,067,602.42
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00	0.00	0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00	0.00		0.00
6. Total Available (Sum Lines A1 through A5)		755,750.00	0.00	774,388.15	1,530,138.15
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	83,000.00	0.00	0.00	83,000.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	18,439.88	0.00	0.00	18,439.88
4. Books and Supplies	4000-4999	9,943.87	0.00	302,000.00	311,943.87
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	644,366.25	0.00		644,366.25
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			55,000.00	55,000.00
6. Capital Outlay	6000-6999	0.00	0.00	0.00	0.00
7. Tuition	7100-7199	0.00	0.00		0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00	0.00		0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00	0.00		0.00
9. Transfers of Indirect Costs	7300-7399	0.00	0.00		0.00
10. Debt Service	7400-7499	0.00	0.00		0.00
11. All Other Financing Uses	7630-7699	0.00	0.00		0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		755,750.00	0.00	357,000.00	1,112,750.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	0.00	417,388.15	417,388.15

D. COMMENTS:

The district purchased ELD English 3D Student supplemental materials.

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

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 approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	3,620.00	
District's ADA Standard Percentage Level:	1.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	4,029	4,112		
Charter School	772			
Total ADA	4,801	4,112	14.3%	Not Met
Second Prior Year (2021-22)				
District Regular	4,105	4,112		
Charter School	814			
Total ADA	4,919	4,112	16.4%	Not Met
First Prior Year (2022-23)				
District Regular	3,954	4,015		
Charter School		0		
Total ADA	3,954	4,015	N/A	Met
Budget Year (2023-24)				
District Regular	3,822			
Charter School	0			
Total ADA	3,822			

1B. Comparison of District ADA to the Standard

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

- 1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

The district is experiencing declining enrollment at a faster rate than anticipated. For some years, the charter information is not being populated and I am unable to change that.

- 1b. STANDARD NOT MET - Funded ADA was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, 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)

Like many school district in California, our enrollment declined at a faster pace than anticipate during the COVID 19 pandemic.

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. 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		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CBEDS Actual		
Third Prior Year (2020-21)				
District Regular	4,207	4,842		
Charter School	802	871		
Total Enrollment	5,009	5,713	N/A	Met
Second Prior Year (2021-22)				
District Regular	4,207	3,994		
Charter School	802	762		
Total Enrollment	5,009	4,756	5.1%	Not Met
First Prior Year (2022-23)				
District Regular	3,906	3,922		
Charter School	762	756		
Total Enrollment	4,668	4,678	N/A	Met
Budget Year (2023-24)				
District Regular	3,832			
Charter School	767			
Total Enrollment	4,599			

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three 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 budget 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: All data are extracted or calculated. 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 Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	4,112	4,842	
Charter School		871	
Total ADA/Enrollment	4,112	5,713	72.0%
Second Prior Year (2021-22)			
District Regular	3,590	3,994	
Charter School	0	762	
Total ADA/Enrollment	3,590	4,756	75.5%
First Prior Year (2022-23)			
District Regular	3,667	3,922	
Charter School		756	
Total ADA/Enrollment	3,667	4,678	78.4%
		Historical Average Ratio:	75.3%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	75.8%

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

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent 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 or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	3,620	3,832		
Charter School	0	767		
Total ADA/Enrollment	3,620	4,599	78.7%	Not Met
1st Subsequent Year (2024-25)				
District Regular	3,559	3,800		
Charter School	720	767		
Total ADA/Enrollment	4,279	4,567	93.7%	Not Met
2nd Subsequent Year (2025-26)				
District Regular	3,525	3,720		
Charter School	720	767		
Total ADA/Enrollment	4,245	4,487	94.6%	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 is above the standard for one or more of the budget 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 local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	4,015.12	3,821.71	4,365.26	4,260.01
b. Prior Year ADA (Funded)		4,015.12	3,821.71	4,365.26
c. Difference (Step 1a minus Step 1b)		(193.41)	543.55	(105.25)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(4.82%)	14.22%	(2.41%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		44,663,575.00	44,376,673.00	44,472,738.00
b1. COLA percentage		7.00%	3.94%	3.29%
b2. COLA amount (proxy for purposes of this criterion)		3,126,450.25	1,748,440.92	1,463,153.08
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		7.00%	3.94%	3.29%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		2.18%	18.16%	.88%
LCFF Revenue Standard (Step 3, plus/minus 1%):		1.18% to 3.18%	17.16% to 19.16%	-0.12% to 1.88%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	18,781,495.00	19,344,940.00	19,925,288.00	20,523,047.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

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

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	46,380,149.00	48,483,599.00	48,059,017.00	48,332,264.00
District's Projected Change in LCFF Revenue:		4.54%	(.88%)	.57%
LCFF Revenue Standard		1.18% to 3.18%	17.16% to 19.16%	-0.12% to 1.88%
Status:		Not Met	Not Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

Local property taxes have increased and are factored into the calculation.

5. **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget 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: All data are extracted or calculated.

Fiscal Year	Estimated/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 (2020-21)	30,098,120.98	
Second Prior Year (2021-22)	31,224,827.06	35,175,456.10	88.8%
First Prior Year (2022-23)	33,638,086.50	37,667,176.35	89.3%
	Historical Average Ratio:		91.3%

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	88.3% to 94.3%	88.3% to 94.3%	88.3% to 94.3%

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

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	Budget Year (2023-24)	33,413,476.46		
1st Subsequent Year (2024-25)	33,313,491.78	38,203,358.60	87.2%	Not Met
2nd Subsequent Year (2025-26)	33,290,592.48	38,348,880.96	86.8%	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(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

The district has experienced added costs to supplies, services including utility costs. Over the last couple of years, the nation has a whole has experienced high rates of inflation which is impacting all of these categories.

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 budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	2.18%	18.16%	.88%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-7.82% to 12.18%	8.16% to 28.16%	-9.12% to 10.88%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-2.82% to 7.18%	13.16% to 23.16%	-4.12% to 5.88%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

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	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2022-23)	4,167,076.26		
Budget Year (2023-24)	3,404,915.82	(18.29%)	Yes
1st Subsequent Year (2024-25)	1,681,367.00	(50.62%)	Yes
2nd Subsequent Year (2025-26)	1,681,367.00	0.00%	No

Explanation:
(required if Yes)

The district is not receiving one time receiving one time time revenue in budget year and in the out years.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2022-23)	10,064,795.26		
Budget Year (2023-24)	6,644,395.17	(33.98%)	Yes
1st Subsequent Year (2024-25)	6,957,987.37	4.72%	Yes
2nd Subsequent Year (2025-26)	7,165,663.92	2.98%	No

Explanation:
(required if Yes)

The district is receiving an increase in ELOP funding. In addition, the Special Education funding has changed, with the district receiving mental health funding directly.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2022-23)	5,228,604.94		
Budget Year (2023-24)	4,812,497.00	(7.96%)	Yes
1st Subsequent Year (2024-25)	4,863,790.12	1.07%	Yes
2nd Subsequent Year (2025-26)	4,934,251.92	1.45%	No

Explanation:
(required if Yes)

Local special education funding decreased.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2022-23)	2,405,453.63		
Budget Year (2023-24)	4,554,037.23	89.32%	Yes
1st Subsequent Year (2024-25)	4,302,332.52	(5.53%)	Yes
2nd Subsequent Year (2025-26)	4,242,766.37	(1.38%)	No

Explanation:
(required if Yes)

The district is spending down restricted funds which include the Art and Music Block grant and Learning Recovery Grant.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2022-23)	5,674,029.39		
Budget Year (2023-24)	4,725,528.09	(16.72%)	Yes
1st Subsequent Year (2024-25)	4,529,781.77	(4.14%)	Yes
2nd Subsequent Year (2025-26)	4,758,940.41	5.06%	No

Explanation:
(required if Yes)

The district is spending down restricted funds which include the Art and Music Block grant and Learning Recovery Grant.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2022-23)	19,460,476.46		
Budget Year (2023-24)	14,861,807.99	(23.63%)	Not Met
1st Subsequent Year (2024-25)	13,503,144.49	(9.14%)	Not Met
2nd Subsequent Year (2025-26)	13,781,282.84	2.06%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23)	8,079,483.02		
Budget Year (2023-24)	9,279,565.32	14.85%	Not Met
1st Subsequent Year (2024-25)	8,832,114.29	(4.82%)	Not Met
2nd Subsequent Year (2025-26)	9,001,706.78	1.92%	Met

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

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

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

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

The district is not receiving one time receiving one time revenue in budget year and in the out years.

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

The district is receiving an increase in ELOP funding. In addition, the Special Education funding has changed, with the district receiving mental health funding directly.

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

Local special education funding decreased.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget 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 expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

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

The district is spending down restricted funds which include the Art and Music Block grant and Learning Recovery Grant.

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

The district is spending down restricted funds which include the Art and Music Block grant and Learning Recovery Grant.

7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that 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. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? No
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

57,142,092.82

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00

3% Required
Minimum Contribution
(Line 2c times 3%)

Budgeted Contribution¹
to the Ongoing and Major
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

57,142,092.82	1,714,262.78	1,825,000.00	Met
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¹ Fund 01, Resource 8150, Objects 8900-8999

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

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

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

8. **CRITERION: Deficit Spending**

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

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,510,000.00	0.00	1,845,375.20
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	210,436.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	1,510,000.00	210,436.00	1,845,375.20
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	50,109,137.77	53,198,171.91	60,557,326.73
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	50,109,137.77	53,198,171.91	60,557,326.73
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	.4%	3.0%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	1.0%	.1%	1.0%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, 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.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	363,208.86	32,367,302.64	N/A	Met
Second Prior Year (2021-22)	(179,217.53)	36,175,456.10	.5%	Not Met
First Prior Year (2022-23)	886,041.22	38,667,176.35	N/A	Met
Budget Year (2023-24) (Information only)	933,220.23	39,114,294.32		

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 two or more of the three prior years.

Explanation:
(required if NOT met)

9. **CRITERION: Fund Balance**

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)		Status
	Original Budget	Estimated/Unaudited Actuals			
Third Prior Year (2020-21)	11,673,314.58	13,734,836.40	N/A		Met
Second Prior Year (2021-22)	13,305,572.46	14,098,045.26	N/A		Met
First Prior Year (2022-23)	13,918,827.73	13,918,827.73	0.0%		Met
Budget Year (2023-24) (Information only)	14,804,868.95				

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. **CRITERION: Reserves**

STANDARD: Available reserves¹ for any of the budget 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: Budget Year data are extracted. If Form MYP 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 \$80,000 (greater of)	0 to 300
4% or \$80,000 (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 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.

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

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.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	3,620	3,600	3,595
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 MYP 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; Budget Year data are extracted.

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

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

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

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

b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499, 6500-6540 and 6546,
objects 7211-7213 and 7221-7223)

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	61,512,506.65	61,155,571.43	61,800,898.32
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	61,512,506.65	61,155,571.43	61,800,898.32
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,845,375.20	1,834,667.14	1,854,026.95
6. Reserve Standard - by Amount			

((\$80,000 for districts with 0 to 1,000 ADA, else 0))	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,845,375.20	1,834,667.14	1,854,026.95

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,845,375.20	1,834,667.15	1,854,026.95
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	.01	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 MYP, Line E1d)	(.01)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,845,375.20	1,834,667.15	1,854,026.95
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
District's Reserve Standard (Section 10B, Line 7):	1,845,375.20	1,834,667.14	1,854,026.95
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 - Projected available reserves have met the standard for the budget 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 may impact the budget?

Yes

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

Litigation associated with our special education in addition to other pending cases. Impact is unknown at this time.

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

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. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget 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)?

No

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 budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% 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: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2022-23)	(6,826,903.71)			
Budget Year (2023-24)	(8,330,813.45)	1,503,909.74	22.0%	Not Met
1st Subsequent Year (2024-25)	(8,860,372.97)	529,559.52	6.4%	Met
2nd Subsequent Year (2025-26)	(9,149,650.91)	289,277.94	3.3%	Met
1b. Transfers In, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2022-23)	1,409,508.12			
Budget Year (2023-24)	1,525,000.00	115,491.88	8.2%	Met
1st Subsequent Year (2024-25)	1,525,000.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	1,525,000.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects 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 by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution 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)

Increases in special education support services is requiring the district to make additional contributions.

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

Explanation:

(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

Yes

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2023
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	5	General Fund	obj 5xxx	105,000
Certificates of Participation				
General Obligation Bonds	19	Debt Service- Fund 51, taxes 8571, 8611, 8614	Debt Services: Fund 51, obj 7433-7464	2,600,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	1	General Fund	obj 1xxx-2xxx	181,433

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2023
TOTAL:				2,886,433

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2022-23)?	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 budget 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 annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2 For the district's OPEB:
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
7,446,779	0

4 OPEB Liabilities

a. Total OPEB liability	9,833,365.00
b. OPEB plan(s) fiduciary net position (if applicable)	5,899,103.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	3,934,262.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2022

5 OPEB Contributions

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	1,228,249.00	1,373,469.91	1,382,890.69
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	1,021,881.00	990,085.00	982,550.00
d. Number of retirees receiving OPEB benefits	54.00	51.00	50.00

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 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 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, 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 at budget adoption, 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: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	191.20	197.4	197.4	197.40

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

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, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

--

Negotiations Settled

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

--

2b. Per Government Code Section 3547.5(b), was the 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 agreement?

--

If Yes, date of budget revision board adoption:

--

4. Period covered by the agreement:

Begin Date:		End Date:	
-------------	--	-----------	--

5. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

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

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

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

--	--	--

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

--

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	312,260		
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
7.	Amount included for any tentative salary schedule increases	0	0	0
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

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

1.	Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2.	Total cost of H&W benefits	2,338,896.56	2387286.44	2376821.72
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

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

If Yes, explain the nature of the new costs:

No		

Certificated (Non-management) Step and Column Adjustments

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

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

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

Certificated (Non-management) - Other

List other significant contract changes 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: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	151.20	166.31	166.31	166.31

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

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, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

--

Negotiations Settled

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

--

2b. Per Government Code Section 3547.5(b), was the 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 agreement?

--

If Yes, date of budget revision board adoption:

--

4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Budget Year
(2023-24)

1st Subsequent Year
(2024-25)

2nd Subsequent Year
(2025-26)

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

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

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

--	--	--

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

--

Negotiations Not Settled

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

	214423		
Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

7. Amount included for any tentative salary schedule increases

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

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

1. Are costs of H&W benefit changes included in the budget 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

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	
1896184	1896184	1896184	

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

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

If Yes, explain the nature of the new costs:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

Classified (Non-management) Step and Column Adjustments

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

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
	Yes	Yes	Yes
91420	136552	96943	
2.0%	2.0%	2.0%	

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

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

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
	Yes	Yes	Yes
	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	34.4	45	45	45

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

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

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

Negotiations Not Settled

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

63922

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

4. Amount included for any tentative salary schedule increases

--	--	--

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

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

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Yes	Yes	Yes
539941.60	539941.60	539941.60

Management/Supervisor/Confidential

Step and Column Adjustments

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

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Yes	Yes	Yes
102523.54	91,500	91500
2.0%	2.0%	

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 14, 2023

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

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 A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	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)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Budget, July 1
2022-23 Estimated Actuals Unaudited Actuals
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				
01 GENERAL FUND								
Expenditure Detail	0.00	(1,982,567.56)	0.00	(85,427.18)				
Other Sources/Uses Detail					0.00	1,409,508.12		
Fund Reconciliation							0.00	0.00
08 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							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,958,567.56	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	11,348.72	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	1,500.00	0.00	74,078.46	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,409,508.12	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses 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				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,600,000.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	22,500.00	0.00						
Other Sources/Uses Detail					0.00	1,600,000.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							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				
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00

Budget, July 1
 2022-23 Estimated Actuals Unaudited Actuals
 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				
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	1,982,567.56	(1,982,567.56)	85,427.18	(85,427.18)	3,009,508.12	3,009,508.12	0.00	0.00

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(1,987,782.00)	0.00	(133,912.00)				
Other Sources/Uses Detail					0.00	1,525,000.00		
Fund Reconciliation								
08 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								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,960,082.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	9,899.37	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	2,700.00	0.00	124,012.63	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,525,000.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,000,000.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	25,000.00	0.00						
Other Sources/Uses Detail					0.00	1,000,000.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								

Budget, July 1
 2023-24 Budget Budget, July 1
 SUMMARY OF INTERFUND ACTIVITIES
 FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation								
TOTALS	1,987,782.00	(1,987,782.00)	133,912.00	(133,912.00)	2,525,000.00	2,525,000.00		

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

_____ Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$ _____
Less: Amount of total liabilities reserved in budget:	\$ _____
Estimated accrued but unfunded liabilities:	\$ _____ 0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

_____ Workers' Compensation Administrators, LLC

_____ This school district is not self-insured for workers' compensation claims.

Signed _____

_____ Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: June 14, 2023 _____

For additional information on this certification, please contact:

Name: Sandra Knight _____
Title: Assistant Superintendent, Business Services _____
Telephone: 805-938-8915 _____
E-mail: sknight@orcutt-schools.net _____

ANNUAL BUDGET REPORT:

July 1, 2023 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 500 Dyer Street Orcutt, CA 93455

Date: June 2, 2023

Adoption Date: June 14, 2023

Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Public Hearing:

Place: 500 Dyer Street Orcutt, CA 93455

Date: June 7, 2023

Time: 6:30 p.m.

Contact person for additional information on the budget reports:

Name: Mary Andrade

Title: Director of Fiscal Services

Telephone: 805-938-8917

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 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?		X
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget 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 by more than the standard for the budget 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 budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?	X	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/14/2023	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget 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 fiscal year and budget year?		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 fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget 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	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
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	

Budget, July 1
Estimated Actuals 2022-23
Technical Review Checks
Phase - All
Display - All Technical Checks

Orcutt Union Elementary

Santa Barbara County

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

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

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

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

IMPORT CHECKS

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

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

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

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

CHECKRESOURCE - (**Warning**) - All RESOURCE codes 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-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must 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-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

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

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should 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**

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

PY-EFB=CY-BFB - (Fatal) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

PY-EFB=CY-BFB-RES - (Fatal) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **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

AR-AP-POSITIVE - (Warning) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by 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**

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

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

DUE-FROM=DUE-TO - (Fatal) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

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

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

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

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

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

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

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

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

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

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

NET-INV-CAP-ASSETS - (Warning) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund. **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**

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

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**

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**

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (Fatal) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (Informational) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. **Passed**

DEBT-POSITIVE - (Fatal) - In Form DEBT, long-term liability ending balances must be positive. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (Fatal) - Average Daily Attendance data (Form A) must be provided. **Passed**

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

CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

FORM01-PROVIDE - (Fatal) - Form 01 (Form 01I) must be opened and saved. **Passed**

VERSION-CHECK - (Warning) - A new version of the following item(s) has been released. Please review and save again, then clear any resulting dependency checks. Otherwise please provide a reason for not using the new version. **Exception**

COMPONENT VERSION	SYSTEM VERSION	SYSTEM UPDATED ON
IFC.CS011 - SACS V5	SACS V5.1	05/18/2023 18:46:23 +00:00
Explanation: The district used the version that was available at the time of creating the reports.		
IFC.CS012 - SACS V5	SACS V5.1	05/18/2023 18:46:23 +00:00
Explanation: The district used the version that was available at the time of creating the reports.		
IFC.CS013 - SACS V5	SACS V5.1	05/18/2023 18:46:23 +00:00
Explanation: The district used the version that was available at the time of creating the reports.		
IFC.CS014 - SACS V5	SACS V5.1	05/18/2023 18:46:23 +00:00
Explanation: The district used the version that was available at the time of creating the reports.		
IFC.CS015 - SACS V5	SACS V5.1	05/18/2023 18:46:23 +00:00
Explanation: The district used the version that was available at the time of creating the reports.		

Budget, July 1
Budget 2023-24

Technical Review Checks

Phase - All

Display - All Technical Checks

Orcutt Union Elementary

Santa Barbara County

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

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

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

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

IMPORT CHECKS

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

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

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

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

CHECKRESOURCE - (**Warning**) - All RESOURCE codes 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-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must 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-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

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

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should 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**

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

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**

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

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

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

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

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

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

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

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

INTERFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **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.	<u>Passed</u>
LCFF-TRANSFER - (Fatal) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually.	<u>Passed</u>
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).	<u>Passed</u>
OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund.	<u>Passed</u>
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.	<u>Passed</u>
REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<u>Passed</u>
RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.	<u>Passed</u>
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.	<u>Passed</u>
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.	<u>Passed</u>
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.	<u>Passed</u>

SUPPLEMENTAL CHECKS

CB-BALANCE-ABOVE-MIN - (Warning) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C).	<u>Passed</u>
CB-BUDGET-CERTIFY - (Fatal) - In Form CB, the district checked the box relating to the required budget certifications.	<u>Passed</u>
CS-EXPLANATIONS - (Fatal) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes.	<u>Passed</u>
CS-YES-NO - (Fatal) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete.	<u>Passed</u>

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (Fatal) - Average Daily Attendance data (Form A) must be provided.	<u>Passed</u>
BUDGET-CERT-PROVIDE - (Fatal) - Budget Certification (Form CB) must be provided.	<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>

CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

CS-PROVIDE - (Fatal) - The Criteria and Standards Review (Form 01CS) has been provided. **Passed**

FORM01-PROVIDE - (Fatal) - Form 01 (Form 01I) must be opened and saved. **Passed**

MYP-PROVIDE - (Warning) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) **Passed**

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

WK-COMP-CERT-PROVIDE - (Fatal) - Workers' Compensation Certification (Form CC) must be provided. **Passed**



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 07, 2023

BOARD AGENDA ITEM: Resolution No. 21 2023-2024 Fund Balance GASB 54

BACKGROUND: School districts are required to implement General Accounting Standards Board (GASB) Statement No. 54, which provides classification of fund balances and special revenue fund definitions. This action must be taken each year prior to June 30th.

Fund balances of the governmental funds are classified as follows:

Non-spendable – amounts that cannot be spent either because they are in non-spendable form or because they are legally or contractually required to be maintained intact.

Restricted – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed – amounts that can be used only for specific purpose determined by a formal action of the governing board. The governing board is the highest level of decision-making authority for the district. Commitments may be established, modified, or rescinded only through ordinances or resolutions approved by the governing board.

Assigned – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes.

RECOMMENDATION: Staff recommends that the Board approves Resolution No. 21 as presented.

FUNDING: All Funds

ORCUTT UNION SCHOOL DISTRICT

RESOLUTION NO. 21 2023-2024

RESOLUTION FOR THE CLASSIFICATION OF

FUND BALANCES IN GOVERNEMENTAL ACCOUNTING STANDARDS BOARD (GASB 54)

ON MOTION of Member _____, seconded by Member _____, the following resolution is hereby adopted:

WHEREAS, the governing board of Orcutt Union School District will adhere to the reporting requirements as set forth by Governmental Accounting Standards Board (GASB) Statement 54 Fund Reporting and Governmental Fund Type Definitions; and

WHEREAS, the District will categorize according to the following components: Nonspendable (including but not limited to, inventory, prepaid), Restricted (external restrictions), Committed (imposed by resolution), Assigned (general intent for specific use) and Unassigned (residual); and

WHEREAS, the governing board further delegates authorization to the Superintendent and/or their designate to identify intended uses of assigned funds; and

WHEREAS, the governing board further establishes the order in which fund balances will be spent when multiple fund balance types are available for a specific purpose, committed, assigned, and lastly unassigned; and

WHEREAS, the governing board is committed to maintain a prudent level of financial resources to protect against the need to reduce services levels because of temporary revenue shortfalls or unpredicted one time expenditures. The District's minimum fund balance policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than prescribed for fiscal solvency review purposes pursuant to Education Code Section 33127. In the event the balance drops below the established minimum level, the district's governing board will develop a plan to replenish the fund balance to the established minimum level within two years.

NOW THEREFORE, BE IT RESOLVED that the Governing Board of the Orcutt Union School District, in accordance with the provisions of GASB 54 adopts the following authorization for fiscal year 2023-24 to comply with the categorization of fund balance as prescribed by GASB Statement 54 as approved by the Superintendent or their designee:

PASSED AND ADOPTED by the Governing Board on June 7, 2023, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA

COUNTY OF SANTA BARBARA

I, Shaun Henderson, President of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED this 7th day of June, 2023.

President of the Governing Board



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 7, 2023

BOARD AGENDA ITEM: Resolution No. 22 District and Charter Education Protection Account (EPA) Requirements

BACKGROUND: Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the State's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012. The provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account (EPA) to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f).

Local Education Agencies (LEAs) such as school districts, county offices of education, and charter schools will receive funds from the EPA based on their proportionate share of the statewide LCFF amount. A corresponding reduction is made to a LEAs LCFF state aid equal to the amount of their EPA entitlement. LEAs will receive EPA payments quarterly in the 2023-24 Fiscal Year. This allocation may also be subject to cash deferrals and/or state budget reductions.

Nearly all of the increased revenue generated from Proposition 30 is used to pay K-14 expenses from the prior year and reduce delays in payments due to schools. Therefore, districts throughout California are estimating deferral payback funding which will allow for restoration of previous cuts imposed during the recession.

2023-24 Education Protection Act

The Proposition 30 initiative was intended to minimize deeper cuts to school agencies and other state-supported programs in California. In addition, Proposition 30 prohibits the Initiative's tax revenues allocated to K-12 agencies from being used for administrative costs. While all revenues raised by Proposition 30 are distributed to school districts, a significant share of those

resources simply reduce the amount of other state funding that schools receive. This allocation may also be subject to cash deferrals and/or state budget reductions.

Before June 30 of each year, the State Director of Finance is required to estimate the total amount of additional revenues, less refund that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year. The General Fund portion of that amount is estimated to be:

Education Protection Account	
Estimated Funds	
Calculation:	\$10,301,601 (District, Fund 01) \$2,534,808 (Charter, Fund 09)
Estimated Expenditures <i>instruction, instructional library, media, and technology, guidance and counseling services, psychological services, attendance and social work services, health services, speech pathology, and audiology services, custodians, plant services, and, pupil testing services.</i>	\$10,301,601 (District, Fund 01) \$2,534,808 (Charter, Fund 09)
Note: As per Article XIII, Section 36 of the California Constitution, the district will post an accounting of the actual money received from the EPA and accounts where the money was allocated when we receive the funds.	

RECOMMENDATION: Staff recommends that the Board adopt Resolution No. 22, The Education Protection Accounts 2023-24, as presented above.

FUNDING: District Fund (01) and Charter Fund (09) as presented.

**ORCUTT UNION SCHOOL DISTRICT
REGULAR BOARD MEETING
June 07, 2023**

**RESOLUTION NO. 22
THE EDUCATION PROTECTION ACCOUNT (EPA) 2023-2024**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30 of each year, the State Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED by the Governing Board of the Orcutt Union School District that:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Orcutt Union School District;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Orcutt Union School District has determined to spend the monies received from the Education Protection Act on:
 - instruction,
 - instructional library, media, and technology,
 - guidance and counseling services,
 - psychological services,
 - attendance and social work services,
 - health services,
 - speech pathology and audiology services,
 - custodians,
 - plant services, and
 - pupil testing services.

PASSED AND ADOPTED this 7th day of June 2023.

I, Holly Edds, Secretary of the Board of Trustees of Orcutt Union School District hereby certify that Resolution No. 22 was duly passed and adopted by the Board of Trustees of Orcutt Union School District at a regular meeting thereof assembled this 7th day of June 2023 by the following vote, to-wit:

AYES:

NOES:

ABSENT:

Secretary of the Board of Education of the
Orcutt Union School District



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: June 7, 2023

BOARD AGENDA ITEM: Orcutt Union School District and Orcutt Academy Charter Local Control and Accountability Plans (LCAPs)

BACKGROUND: In association with the state's Local Control Funding Formula (LCFF) for funding education, school districts and charter schools are required to develop a Local Control and Accountability Plan (LCAP). Education Code 52060 requires the plan to describe goals and specific actions to achieve goals for all pupils and for each subgroup of pupils identified in Education Code 52052, including students with disabilities, for each of the state priorities and any locally identified priorities.

Development of the Orcutt Union School District and Orcutt Academy Charter LCAPs has included multiple groups of educational partners. The process included alignment of the LCAPs with the district's Strategic Plan along with the state's eight identified priorities. District and charter needs were identified through the collection and analysis of data, including two surveys and 10 meetings.

The LCAP is a three-year plan spanning 2021-2024. The plan was updated for the 2022-2023 school year to describe progress on goals and report on actions. New LCAPs for the district and charter will be written during the 2023-2024 school year. Our superintendent, Dr. Holly Edds, is timing the update of our district Strategic Plan for the fall to facilitate alignment with the new plans.

The LCAPs are extensive documents, each amounting to 100 pages. In inviting you to read them, we call your attention to what we consider to be the most essential elements of the plan:

Reflections: Successes. This section includes a narrative listing major accomplishments from the 2022-2023 school year.

Reflections: Identified Need. This section lists specific needs as indicated by data and input from educational partners.

Engaging Educational Partners. This section recounts specific input received from educational partners, including students.

Goals and Actions. This section includes each of our four goals and associated actions, updated metrics showing how the district and charter are faring vis a vis their goals, a report on the effectiveness of the actions in 2022-2023, and a report on what will be changed in 2023-2024.

RECOMMENDATION: For information only. Both the Orcutt Union School District and Orcutt Academy Charter Local Control and Accountability Plans (LCAPs) will go before the Board of Trustee for approval at the June 14th Special Board Meeting.

FUNDING: No impact.



Where kids come first!

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orcutt Union School District

CDS Code: 42 69260 0000000

School Year: 2023-24

LEA contact information:

Joseph Dana

Assistant Superintendent, Educational Services

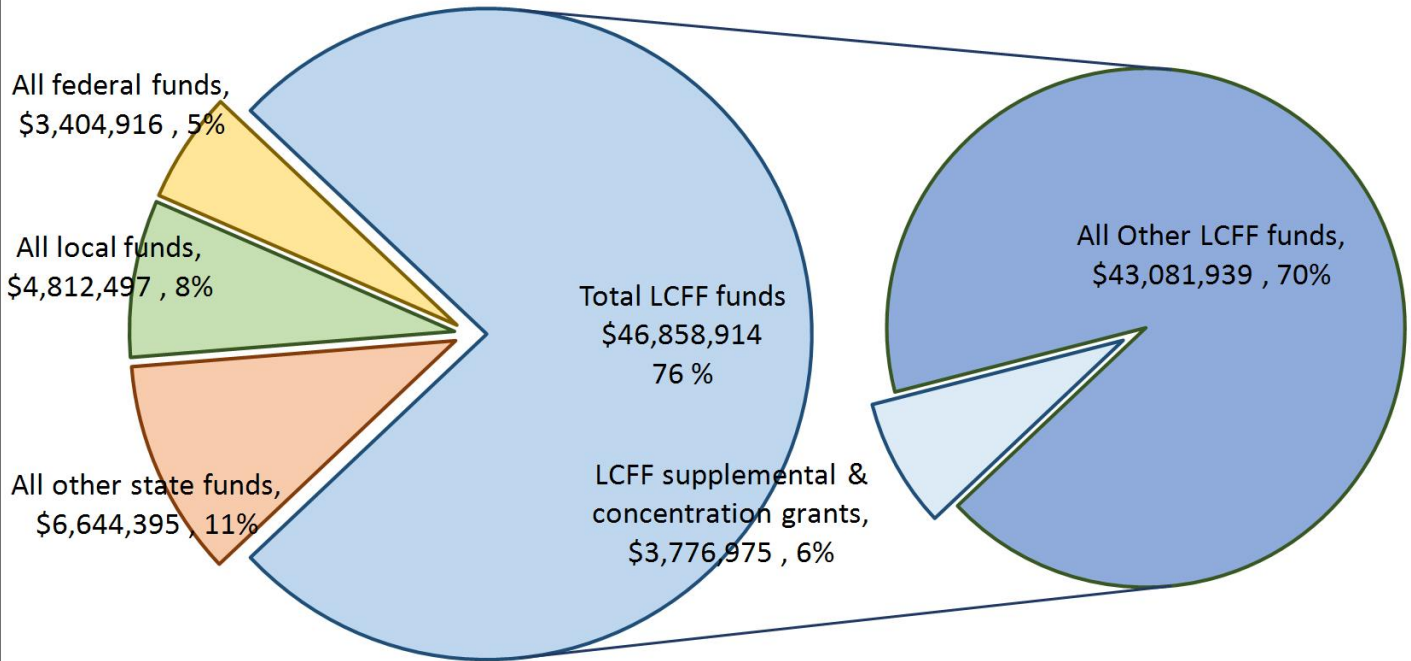
jdana@orcutt-schools.net

805-938-8934

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

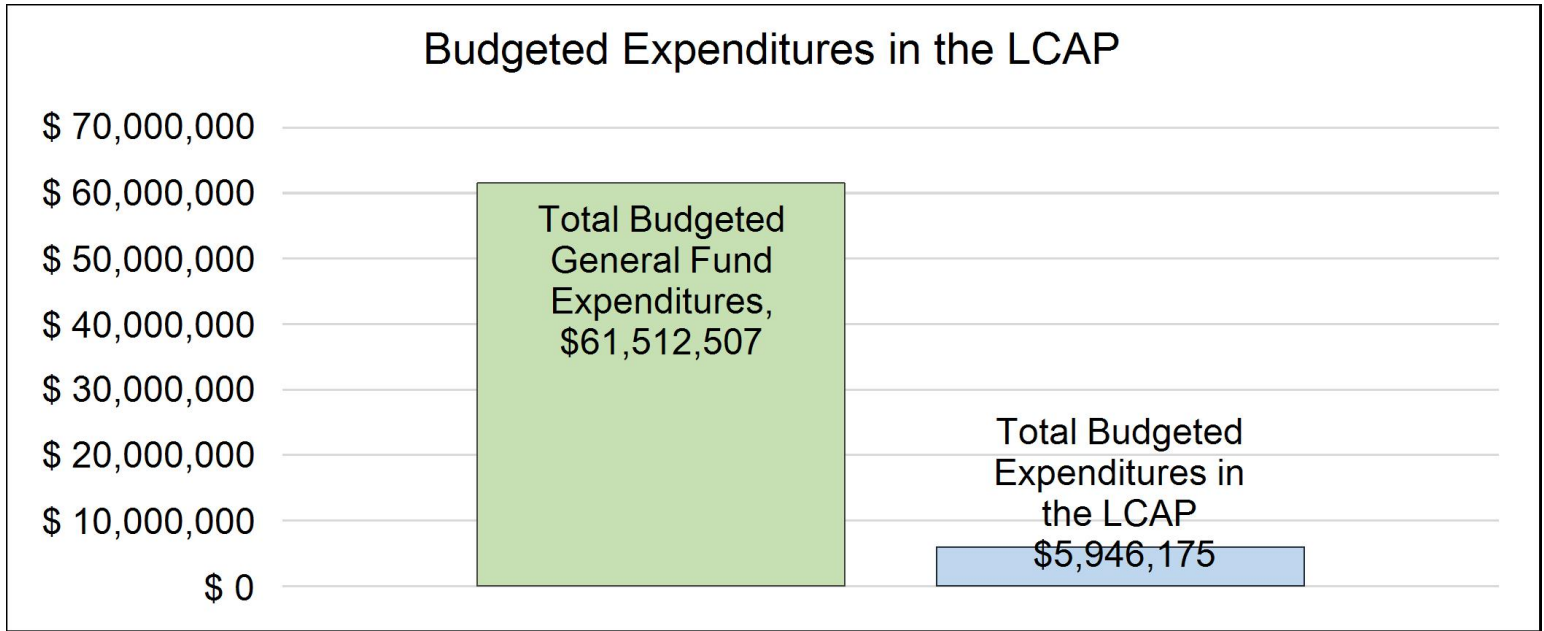


This chart shows the total general purpose revenue Orcutt Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orcutt Union School District is \$61,720,721.99, of which \$46,858,914.00 is Local Control Funding Formula (LCFF), \$6,644,395.17 is other state funds, \$4,812,497.00 is local funds, and \$3,404,915.82 is federal funds. Of the \$46,858,914.00 in LCFF Funds, \$3,776,975.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orcutt Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

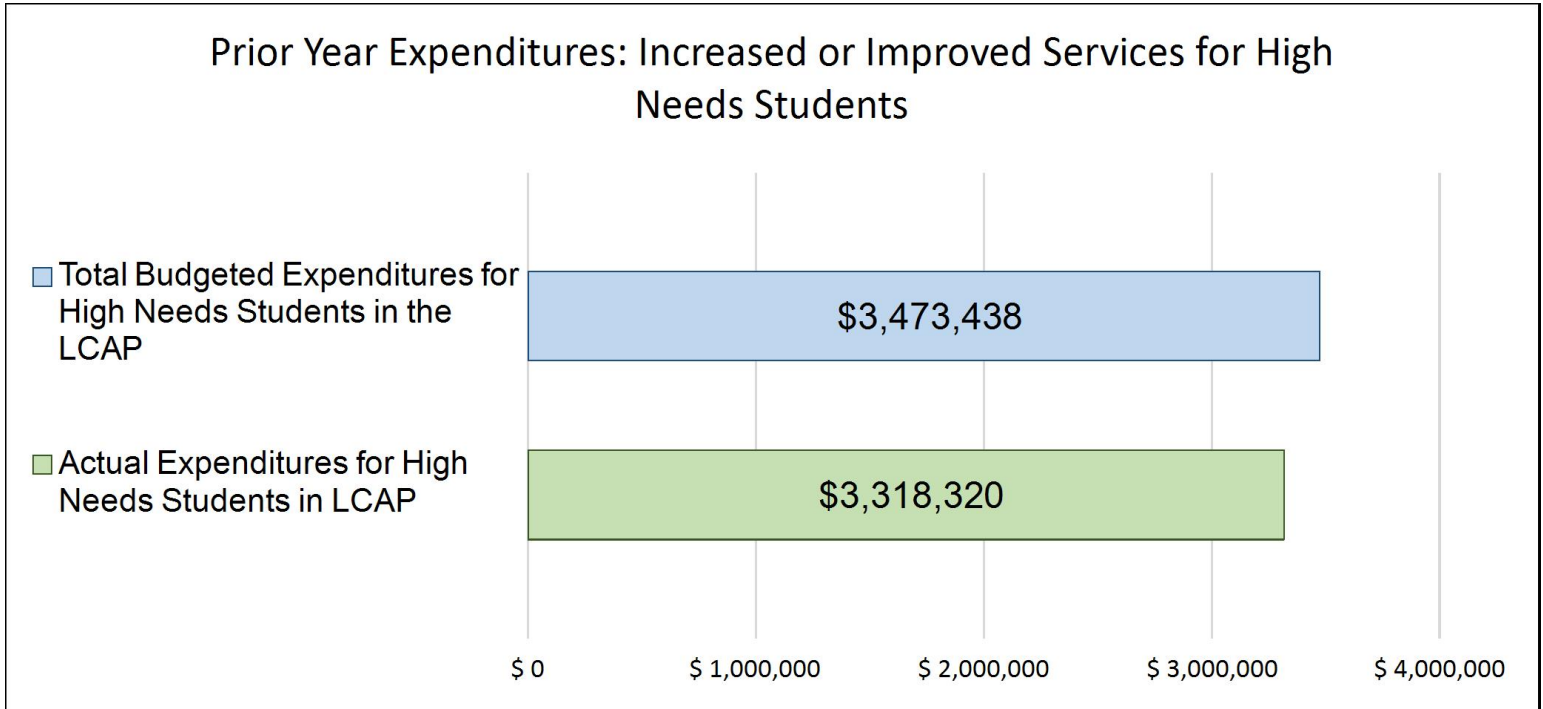
The text description of the above chart is as follows: Orcutt Union School District plans to spend \$61,512,507.00 for the 2023-24 school year. Of that amount, \$5,946,174.84 is tied to actions/services in the LCAP and \$55,566,332.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Orcutt Union School District is projecting it will receive \$3,776,975.00 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orcutt Union School District plans to spend \$4,237,454.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Orcutt Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orcutt Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Orcutt Union School District's LCAP budgeted \$3,473,438.00 for planned actions to increase or improve services for high needs students. Orcutt Union School District actually spent \$3,318,320.00 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orcutt Union School District	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Orcutt Union School District is located in the unincorporated area of Santa Barbara County, just south of the city of Santa Maria, and is part of the Santa Maria Valley. It encompasses the communities of Orcutt, Los Alamos, Casmalia, as well as some portions of the city of

Santa Maria. Local industries include aerospace (Orcutt is within 15 miles of the Vandenberg Space Force Base), agriculture, health care, higher education, oil production, manufacturing, service related occupations, and a growing number of small and large commercial businesses.

The Orcutt Union School District is comprised of a state preschool, five TK-6 schools, a TK-8 school, two junior high schools, and a K-8 independent study school. The district also operates a charter school, the Orcutt Academy, which consists of a TK-8 campus and a high school. Orcutt students attend Orcutt Academy High School, Righetti High School, Delta High School (the local continuation school), St. Joseph High School (a Catholic high school operated by the Archdiocese of Los Angeles), or other charter or private high schools.

Enrollment for 2022-2023 for transitional kindergarten through 12th grade at all district sites is 3,963 non-charter students and 768 charter for a total of 4,731 students. Enrollment in the district has steadily declined since 2016-2017, when the district served 5,274 students. Enrollment in 2021-2022 was 4,758. Enrollment at the district's state preschool for 2022-2023 is 48.

Students attending the Orcutt Union School District come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school district (non-charter) for 2022-2023 is 58.09% Hispanic or Latino, 29.30% White, 5.6% Two or More Races, 1.06% Filipino, 1.06% African American, 0.98% Asian, 0.53% American Indian or Alaska Native, 0.13% Pacific Islander, and 3.26% Not Reported. Subgroup composition includes 41.46% Socioeconomically Disadvantaged, 12.19% English Learners, 11.43% Students with Disabilities, 2.45% Homeless Youth, 0.81% Foster Youth, and 0.88% Migrant Education.

The Orcutt Union School District's Strategic Plan is as follows:

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.

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.

CORE VALUES

We believe ...

- Students come first
- Student safety is paramount
- All students can learn at high levels
- In meeting the needs of the whole child
- Results matter

Our success is assured through ...

- Fostering a community of learners
- Providing equitable support for all students
- Quality instruction with rigor and relevance
- Effective leadership
- Mutual respect
- Cultural and social understanding
- Clear and open communication
- Parent/community engagement
- Continuous improvement and accountability for all

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 and 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

For the Orcutt Union School District, the 2022-2023 school year has been another year of recovery from the lingering effects of the COVID-19 Era. While the COVID-19 virus receded and cases decreased substantially, the district continued to see levels of severe behaviors, mental health issues, and student inattentiveness considerably higher than they were prior to the pandemic. Meantime, the district worked hard to implement and restore programs that make a positive impact on students and families. So we are happy to list the following as notable achievements from the current school year:

- The Educational Services Department has made core instruction in mathematics a districtwide focus. Two consultants, Michele Douglass (grades K-5) and Elizabeth Hammonds (grades 6-8), provided trainings and coaching for district teachers throughout the school year. Themes included following an acceleration model for instruction, utilizing manipulatives and digital manipulatives to build conceptual understanding, building number sense with mental math, and using mathematical tools such as the Desmos online scientific calculator for grades 6-12. Executive Director of Curriculum and Instruction Julie Kozel and Teacher on Special

Assignment Julie Slovek are working with elementary schools on utilizing NWEA math results to create math "focus folders" for progress monitoring and identification of students for intervention. Two elementary schools are ready to pilot math intervention.

- The district folded the state's Expanded Learning Opportunities Program (ELO-P) initiative into its pre-existing Campus Connection Childcare Program to provide free childcare to low-income students, English Learners, foster youth, and students experiencing homelessness while also serving fee-paying students. As part of the program, Campus Connection hired classroom teachers to provide academic enrichment in mathematics. Emphases of the enrichment program included games, number talks, and manipulative activities that build number sense.
- For school principals, the district established a data dashboard that served as the basis for regular Principal Professional Learning Community (PLC) meetings. The dashboard includes current data on student achievement, student attendance, suspensions, and more; it even includes current budget balances so principals can monitor expenditures. The Principal PLCs -- one for elementary administrators, another for secondary -- have become an integral forum for data analysis, action planning, and collaboration.
- In the fall, the district partnered with the Santa Maria Valley YMCA on a swim lesson program for fourth graders. The lessons, taught by YMCA staff over the course of four successive mornings, were very well received by students and parents. They helped boost students' self-esteem and confidence, and teachers noticed that the experience served to bond students with each other. The lessons also advanced the cause of water safety. From data reported by parents, approximately 10% of participating students had little to no swimming experience and another 30% had not previously had lessons.
- The Orcutt Children's Arts Foundation regained momentum lost during COVID-19. In late September, OCAF organized its first Chalk Festival since 2019; the event drew literally thousands of visitors for a community celebration that included student chalk art and musical and theatrical performances. In February, OCAF held its first Gala fund-raiser since 2020; the dinner/auction was well attended and raised a substantial amount for the arts. OCAF also took over the district's spring play for elementary and junior high school students and in March staged the one-act comedy "Goldilocks on Trial". Additionally, the district hosted an arts showcase for community members in November that was much appreciated by those who attended.
- To meet students' mental health needs, the district began a collaboration with the Santa Barbara County Education Office on a Mental Health Student Services Act-funded program to provide students access to a community navigator. The community navigator is based at Orcutt Academy High School but has been available to all schools to help the families of students with mental health issues access community-based care.
- The district continued to plan pertinent professional development for employees. Topics for districtwide professional development included strengthening behavior systems and what great educators do differently. A site-based professional development day in March focused on PBIS, SEE Learning, math number talks, and numerous other topics. The district's management team participated in professional development throughout the year, with topics including equity and cultural proficiency, meeting the needs of foster youth, instructional leadership in mathematics, and professional self-care.

- In March, the district organized and co-hosted (with help from the Guadalupe Union School District) the first Northern Santa Barbara County Math Super Bowl since 2019. Students from 15 local schools participated in the event, and it was well received by both students and parents.
- District employees continued to receive local and regional recognition. Olga Reed/Orcutt Academy K-8 Office Manager Kathleen Stevenson was named County Classified Employee of the Year in the clerical/administrative category. Region 13 of the Association of California School Administrators gave Assistant Superintendent of Human Resources Susan Salucci its Leadership Matters Award and named Julie Kozel (the district's executive director of curriculum and instruction) as Curriculum Administrator of the Year, Rusty Gordon (the district's executive director of Special Education) as Special Education Administrator of the Year, and Susan Salucci (the district's assistant superintendent of human resources) as Leadership Matters recipient. Orcutt Junior High School mathematics teacher Kacie Jackson was named the district's Teacher of the Year.
- The district continued to invite community engagement and to seek links to community partners. In November, the district hosted an Arts Showcase for community members, including some key donors for the Orcutt Children's Arts Foundation. During the school year, two meetings of the Santa Maria Breakfast Rotary were held at OUSD schools to highlight the district's progress with literacy and career readiness. The Management Team scheduled visits to Marian Medical Center, the Santa Maria Valley YMCA, the Santa Maria Police Department, and the Santa Maria Public Library to highlight community programming for OUSD students and to stay apprised of career options and industry trends. Continued community involvement is planned in 2023-2024.
- Facilities improvements continued. The Los Alamos campus enjoyed classroom modernization and an expansive new play structure funded by Measure G, the bond measure that OUSD voters approved in 2016. A large, Measure G-funded multi-use building for the Orcutt Academy High School campus is going up; when completed sometime during the 2023-2024 school year, the building will have a gymnasium for athletic events that can double as a performing arts venue.
- We took the needed steps toward implementing a social/emotional learning curriculum. SEE Learning is a K-12 education program developed at Emory University to provide educators with the tools to foster emotional, social, and ethical intelligence in students. Orcutt schools have piloted SEE Learning since 2021, and piloting continued this school year. Three staff took a year-long SEE Learning facilitator certification course that enables them to train others in the curriculum. Additionally, in March a large number of teachers and administrators completed an overview of SEE Learning that is a prerequisite for implementing the program. SEE Learning was taken to the school board for adoption in May.

Like other school districts around the state, we are looking at results from Spring 2022 California Assessment of Student Performance and Progress (CAASPP) testing and the associated status levels on the California School Dashboard as a "new baseline" for evaluating student progress post-COVID. We will begin by citing dashboard status levels that can be regarded as successes:

- In English/language arts, four student groups received "high" ratings: Asian students (30.7 points above standard), White students (16.6 points above), Filipino students (14.1 points above), and Two or More Races (12.4 points above).

- In Mathematics, Asian students (1.4 points above standard) received a "high" rating, and Two or More Races students (14.3 points below standard) and White students (16.2 points below standard) received "medium" ratings.
- In English Learner Progress, the district earned a "medium" rating, with 47.9% of its 374 English Learners making satisfactory progress towards English language proficiency.
- In Suspension Rate, Asian students received a "very low" rating (0% suspended at least one day) and Filipino students (2% suspended) earned a "medium" rating.

Northwestern Education Association (NWEA) Measures of Academic Progress (MAP) district grade level scores on the Student Growth Summary Report (aggregate by grade level) show level progress in Reading and growth in Mathematics when one compares Winter 2022 scores to Winter 2023 scores. Shown here are the mean RIT score for each grade level (RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores):

READING

Grade 1

Winter 2021-2022 - Mean RIT = 163.41

Winter 2022-2023 - Mean RIT = 163.66

Grade 2

Winter 2021-2022 - Mean RIT = 179.13

Winter 2022-2023 - Mean RIT = 177.80

Grade 3

Winter 2021-2022 - Mean RIT = 190.48

Winter 2022-2023 - Mean RIT = 190.96

Grade 4

Winter 2021-2022 - Mean RIT = 200.95

Winter 2022-2023 - Mean RIT = 201.80

Grade 5

Winter 2021-2022 - Mean RIT = 207.38

Winter 2022-2023 - Mean RIT = 206.44

Grade 6

Winter 2021-2022 - Mean RIT = 213.92

Winter 2022-2023 - Mean RIT = 213.45

Grade 7

Winter 2021-2022 - Mean RIT = 217.26

Winter 2022-2023 - Mean RIT = 217.89

Grade 8

Winter 2021-2022 - Mean RIT = 222.29

Winter 2022-2023 - Mean RIT = 220.34

MATH

Grade 1

Winter 2021-2022 - Mean RIT = 168.33

Winter 2022-2023 - Mean RIT = 169.22

Grade 2

Winter 2021-2022 - Mean RIT = 180.67

Winter 2022-2023 - Mean RIT = 181.40

Grade 3

Winter 2021-2022 - Mean RIT = 192.72

Winter 2022-2023 - Mean RIT = 194.21

Grade 4

Winter 2021-2022 - Mean RIT = 202.31

Winter 2022-2023 - Mean RIT = 204.77

Grade 5

Winter 2021-2022 - Mean RIT = 208.97

Winter 2022-2023 - Mean RIT = 212.70

Grade 6

Winter 2021-2022 - Mean RIT = 216.69

Winter 2022-2023 - Mean RIT = 217.76

Grade 7

Winter 2021-2022 - Mean RIT = 220.06

Winter 2022-2023 - Mean RIT = 220.23

Grade 8

Winter 2021-2022 - Mean RIT = 227.16

Winter 2022-2023 - Mean RIT = 225.30

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While we recognize that Spring 2022 CAASPP testing represents a new baseline for looking at student achievement in our district, we do note the following as identified needs.

First, our school district qualifies for Differentiated Assistance due to performance of the following student groups:

- Students with Disabilities (490 students in 2021-2022): Academic (E/LA , 83.2 points below standard; and Math, 113.5 points below standard), Chronic Absenteeism (39.3%), Suspension Rate (7.7%)
- Students Experiencing Homelessness (66 students): Academic (E/LA , 56.3 points below standard; and Math, 71.9 points below standard), Chronic Absenteeism (45.1%), Suspension Rate (10.6%)
- African American students (32 students): Chronic Absenteeism (24.2%), Suspension Rate (14.3%)
- Foster Youth (28 students): Academic (E/LA, 119.7 points below standard; and Math, 147.0 points below standard), Chronic Absenteeism (37.8%), Suspension Rate (24%)
- American Indian/Alaska Native students (24 students): Chronic Absenteeism (52%), Suspension Rate (16%)

Additionally, eight district schools qualified for Additional Targeted Support and Improvement (ATSI) due to performance of the following student groups:

- Alice Shaw: Students with Disabilities
- Joe Nightingale: Students of Two or More Races
- Patterson Road: Students with Disabilities, Students of Two or More Races
- Pine Grove: Students of Two or More Races
- Ralph Dunlap: Students with Disabilities, Students of Two or More Races
- Lakeview JHS: Students with Disabilities
- Orcutt JHS: English Learners, Students with Disabilities
- Orcutt School for Independent Study: Socioeconomically Disadvantaged Students (Low-Income)

As of this writing, our district has not been provided indicators and associated data in which these student groups qualified for ATSI.

California School Dashboard status levels released this fall show several areas of recommended focus for our district:

- In English/language arts, the district as a whole received a "low" rating (6 points below standard). Among subgroups, foster youth (119.7 points below) and students with disabilities (82.7 points below) received "very low" ratings. Homeless youth (56.3 points below), English Learners (39.6 points below), socioeconomically disadvantaged students (30.4 points below), and Hispanic students (22.1 points below) received "low" ratings.
- In Mathematics, the district as a whole received a "low" rating (39.8 points below standard). Among subgroups, foster youth (147 points below) and students with disabilities (113.5 points below) received "very low" ratings. English Learners (73.3 points below), homeless youth (71.9 points below), socioeconomically disadvantaged students (67.2 points below), and Hispanic students (57.9 points below) received "low" ratings.
- In Chronic Absenteeism, the district as a whole received a "very high" rating (28.5% chronically absent), and all subgroups received either "very high" or "high" ratings. "Very high" rates of chronic absenteeism included homeless youth (45.1% chronically absent), students with disabilities (39.3%), socioeconomically disadvantaged students (37.9%), foster youth (37.8%), Hispanic students (31.3%), Two or More Races (28.1%), English Learners (25.4%), White students (24.4%), and African American students (24.2%). "High" rates were recorded by Asian students (16.7%) and Filipino students (12.8%).
- In Suspension Rate, the district as a whole received a "high" rating, with 4.9% of students suspended at least one day. Foster youth (24%), African American students (14.3%), homeless youth (10.6%), and students with disabilities (7.7%) received "very high" ratings. Socioeconomically disadvantaged students (5.9%), Hispanic students (5.6%), English Learners (5.1%), Two or More Races (4.6%), and White students (3.6%) all received "high" ratings.

Mathematics instruction has been identified as a focus area for the district's professional development efforts in 2022-2023. As previously stated, the district's Educational Services Department has brought on two consultants to work with teachers on Tier 1 math instruction. Themes have included following an acceleration model for instruction, utilizing manipulatives and digital manipulatives to build conceptual understanding, building number sense with mental math, and using mathematical tools such as the Desmos online scientific calculator for grades 6-12. The elementary master schedule will be changed in 2023-2024 to afford regular instructional time for math intervention.

The high suspension rate and the increased incidence of severe behaviors led to a focus early in the year on professional development around classroom and school behavior systems. Dr. John Hannigan, co-author of the book Behavior Solutions, presented to teachers and administrators at a district professional development day in September, and the book was distributed districtwide. At a district professional development day in November, a virtual presentation by Dr. Todd Whitaker touched on win-win classroom discipline and the importance of developing relationships with students. At the same PD day, a panel presentation on classroom discipline was provided to transitional kindergarten and kindergarten teachers. Meantime, schools around the district revisited their PBIS matrices of expectations and retaught them to students.

Attendance remained a priority for the district. Two community liaisons were added to provide a higher level of support and communication to families. SARB referrals for identified students increased. Attendance has risen in 2022-2023, but it still has not reached pre-COVID levels. We expect to continue to focus on school attendance in 2023-2024.

The needs of foster youth and students experiencing homelessness are at the forefront. The district has had difficulty recruiting teachers to provide tutoring for these students (they are eligible for up to six hours of tutoring during the year), but as the year progressed we have had some luck inviting teachers to tutor foster or homeless youth in their own classrooms. The Expanded Learning Opportunities Program (ELO-P) also has been positive for these students in providing free childcare for those in grades TK-6.

Full inclusion for students with disabilities is emerging as an area of focus for the district. The district is making progress toward fulfilling the state's goal of having a minimum of 80% of students with disabilities being educated in a general education setting at least 80% of the time. That said, we recognize that teachers, paraprofessionals, and administrators need more training on best practices for inclusion, including ensuring that Special Education students have access to grade-level curriculum. Inclusion training for administrators is planned for June 2023, with training for teachers and paraprofessionals planned for 2023-2024.

The retirement of numerous teaching veterans and influx of new teachers points to the need to revisit the tenets of Professional Learning Community (PLC) work. Many of the district's newer teachers are unfamiliar with what PLC work entails: identification of essential standards, assessment of student progress, analysis of data, and then timely intervention (or enrichment) based on student results. Our newer teachers are quite skilled, and they are ready and willing to collaborate with colleagues. They just need more training in the essentials of PLCs.

While schools have been diligent about holding regular campus emergency drills, the district has determined that it needs to improve training and communication around how schools would respond to various emergency situations. Our district and other local school districts would like to strive for common protocols and common language across educational organizations and first responders. Accordingly, plans have been made to invest professional development time in 2023-2024 in emergency preparedness training.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Orcutt Union School District will offer a variety of programs and supports specifically for unduplicated pupils: English Learners, foster youth, low-income students, and re-designated English Learners (Fluent English Proficient). These include highly trained classroom teachers at every school site, access to technology devices, counseling/mental health support for students, data analysis, intervention programs, individual/small group tutoring, assessments to monitor progress, individualized learning paths and online curriculum, attendance support, behavioral support, and enrichment activities. Goals for our new LCAP will remain the same:

- Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.
- Goal 2: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future ready, and thrive in a global society.
- Goal 3: 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.

- Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

The district continues to implement a Multi-Tiered Systems of Support (MTSS) model. Teachers on Special Assignment (TOSAs) work closely with site administrators and leadership teams to identify and allocate resources to students, with an emphasis on unduplicated students. TOSAs are directed by our executive director of curriculum & instruction, who tracks the progress of these subgroups and heads up the district's efforts with progress monitoring and academic intervention.

Full-day kindergarten was implemented in the district in 2021-2022 and will continue in 2023-2024. Transitional kindergarten will continue to be a half-day program, but the expansion of the age eligibility window for TK (students who turn five between September 2, 2023, and April 2, 2024, may be enrolled) will bring more students. In response to increased numbers, the district will implement TK at all elementary sites in 2023-2024 (up to now, TK has been offered only at Joe Nightingale School in Orcutt and Olga Reed School in Los Alamos). Instructional assistants are present to support students in both grade levels. We believe that a strong TK program followed by full-day K sets up students for success in future years.

The district has banked minutes to allow for either an early student dismissal or a late start so our teachers to meet in Professional Learning Communities (PLCs). PLCs are an integral venue for teachers to collaborate around improving practice, using data to drive instruction, and targeting intervention to the needs of individual students, especially unduplicated students. Daily bell schedules at all sites have been adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs, and additional duties outside of the school day for PLC team/leadership team members.

At K-6 and K-8 sites, the master schedule will change in 2023-2024 to allow regular time for classroom math intervention. The district will continue to offer instruction from specialists in the areas of art, music, and physical education, and this schedule will be configured in a way that gives teachers time to work with half their class on math intervention that could include reteaching, front-loading, individual tutoring, and/or evidence-based intervention programs (Do the Math and i-Ready will be piloted in 2023-2024). Additionally, a 60-minute, during-school PLC meeting will be incorporated into the schedule at six-week intervals so teachers can review data and plan best next steps. It needs to be said that the instruction from specialists continues to be highly valued by students and parents. Weekly classroom music instruction for all students in grades K-6 has been well received, as research shows music education prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. Elementary Physical Education instruction from a credentialed P.E. teacher with the support of a trained classified instructional assistant is provided. The physically active child is more likely to be academically motivated, alert, and successful. Visual art instruction based on the Arts Attack curriculum was added in the 2018-2019 school year to provide additional weekly instruction in grades K-6 for students.

The social/emotional wellbeing of students is targeted in this LCAP. The district has adopted and will implement a social/emotional curriculum, SEE Learning. The district will continue its implementation of Positive Behavioral Interventions and Supports (PBIS) to focus on establishing and maintaining a positive social climate at our schools. We will continue to fund district counselors (full time at each of our junior high schools and part time at our K-6 and K-8 schools). Mental health support for students has been provided via an additional elementary counselor, with students in unduplicated subgroups prioritized for services.

Support for families also is included in this LCAP. During the 2022-2023 school year, the district added two community liaisons to give the district a total of six. Liaisons generally focus on English Learners and their families, but they are able to help other families as well. Focus areas for the liaisons include student enrollment, student attendance, and facilitating two-way communication between the family and school. In the past, liaisons were assigned to as many as three schools, but the additional hires enable the liaisons to be assigned to one or two sites.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools were identified for CSI (Comprehensive Support and Improvement).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Engaging educational partners around the Orcutt Union School District LCAP has been a three-part process.

The first part of the process was the updating of the district's Strategic Plan, on which LCAP goals and actions are based. Meetings took place on January 31 and February 22, and the updated plan, with new targets and action steps, was presented to and approved by the OUSD Board of Trustees on March 8.

The second part of the process has revolved around two surveys given to students, parents, and staff in the district.

LCAP Survey 1 (February-March 2023) focused on parent/family engagement, and 182 parents/guardians representing all schools and grade levels responded.

LCAP Survey 2 (March-May 2023) solicited input on the effectiveness of current and proposed LCAP actions, and 113 district interest holders, including members of all school leadership teams in the district, responded.

The third and final part of the process consisted of meetings with educational partners. Most meetings included an update on LCAP goals, key actions and initiatives that have taken place this school year, and data findings thus far in the year. Attendees then were invited to complete LCAP Survey 2 or to participate in a structured conversation about district and school programming. Unlike past years, student groups were formed to intentionally include members of all unduplicated categories: low-income students, English Learners, foster youth, and students experiencing homelessness.

Following is a listing of meetings with educational partners:

4/19/23 - Met with OUSD Parent/Superintendent Group

4/25/23 - Professional development session on foster youth for OUSD Core Management Team by Cristina Ortega of SBCEO; this resulted in discussion on best next steps for serving these students

4/25/23 - Met with leadership teams from elementary schools (Alice Shaw, Joe Nightingale, Olga Reed, Orcutt School for Independent Study, Patterson Road, Pine Grove, and Ralph Dunlap)

4/26/23 - Met with Santa Barbara County SELPA Executive Director Ray Avila

4/27/23 - Met with leadership teams from secondary schools (Lakeview JHS and Orcutt JHS)

5/8/23 - Met with Orcutt Educators Association representatives

5/11/23 - Met with student groups from Lakeview JHS and Orcutt JHS (separate meetings)

5/17/23 - Met with California School Educators Association representatives

5/19/23 - Sent out video and link to Survey 2 to all OUSD employees and all OUSD parents for final round of LCAP input

5/22/23 - Met with District English Learners Advisory Council (DELAC)

6/7/2023 - OUSD School Board Meeting – LCAP Public Hearing
6/14/2023 - OUSD Special School Board Meeting – LCAP approval

A summary of the feedback provided by specific educational partners.

The following is the feedback provided by each group:

Students (input from focus groups of junior high school students):

- Students generally believe they have caring, supportive relationships with their teachers.
- Academic instruction is neither too easy nor too difficult, but students would like to see instruction become more engaging. Most students say the intervention period at the junior high schools (SEO at Lakeview, ELO at Orcutt) is a valuable time to get academic support.
- Students would like to have more opportunities for academic acceleration. Additionally, almost all students in the groups said they would be interested in taking Spanish in junior high school.
- Students are feeling high levels of stress (4 to 5 on a scale of 0 to 5). Students interviewed attributed this to several reasons, including the pressure to succeed in school while also participating in sports and other activities, issues with friends and relationships, parental pressure to get good grades, the amount of schoolwork they have, and family issues. Asked directly about social media and its role in stress, students said they do not have a primary role in causing stress. "Social media is how we communicate with each other," said one student.
- Students value counseling services and would like more communication about where to go and who to talk to if they have a problem.
- Improvement ideas suggested by students include improving recreational facilities such as fields and basketball courts, having more events to bring students together, and having more communication with students ("I feel like our school does a good job of communicating with parents, but it can do better at communicating with us," said one student).
- Students who are English Learners said they would appreciate more patience from teachers and more opportunities for explanation of academic content in their home language. They said they benefit when they are assigned a partner who can explain content in their home language.
- Students who are in foster care said they would appreciate more access to school supplies, easy access to support from a counselor, and access to tutoring if needed. "The stipend that foster parents get does not cover the whole cost of raising a child, especially if they have their own kids," said one student. Confidentiality was raised as an issue, as some foster youth state that they would prefer to keep their situations private. "Students judge other students," said one of the foster youth interviewed. "I would like help without being judged."
- Students who are experiencing homelessness said they would appreciate access to counseling if needed and the ability to spend more time at school. "I would rather work here than at home," said one student.

Parents:

- LCAP Survey 1, which was completed by 181 parents/guardians, showed 85% of respondents termed school-home communication regarding school activities as "excellent" or "good." The most relied-on communication methods by respondents are school or district Parent Square email posts (89% "frequently use") and school Parent Square text messages (71% "frequently use").

Communication methods respondents would like to have school and the districts use more include PTA newsletters (15% "would like to use more") and school newsletters (10% "would like to use more"). Asked about the amount of communication they receive via Parent Square, 82% of respondents said "just the right amount" and 10% said "not enough."

- LCAP Survey 1 stated that 85% of respondents termed communication they have received about their children's academic performance as "excellent" or "good." The most relied-on communication methods by respondents to learn about their children's academic progress are trimester or quarter report cards (78% "frequently use"), mid-trimester or mid-quarter progress reports (64% "frequently use"), and fall parent-teacher conferences (63% "frequently use"). Communication methods respondents would like to have schools use more include informal communication from teachers in the form of notes, conversations, and phone calls (15% "would like to use more") and direct messages from teachers on Parent Square (9% "would like to use more").
- LCAP Survey 1 provided a glimpse of how involved parents feel they are at their child's school, with 17% staying they felt "extremely involved," 26% "very involved," 51% "somewhat involved," and 7% "not involved." The percentage "not involved" went down dramatically from 2021-2022, when 16% said they were "not involved." Asked to share ideas for increasing parent involvement, parents listed more timely communication about school events, more opportunities to volunteer in classrooms, making activities more conducive to working parents, and more afterschool and evening activities.
- Parents largely are very appreciative of their children's school and are complimentary of school staff.
- Parents largely see the need for counseling support for students and some would like to have counseling expanded.
- Some parents are requesting more opportunities for students to accelerate academically.
- Some parents are concerned about student bullying and mistreatment. They would like the district to adopt more programming to address this issue.
- Some parents are requesting more diversity (i.e., more about underrepresented populations) in the curriculum and more training for staff in diversity, equity, and inclusion.
- Some parents are seeking more project-based learning at all grade levels.
- Some parents would like to see greater attention to LGBTQ+ concerns.
- Spanish language instruction in elementary and junior high school would be welcomed by some parents.

Parents of English Learners:

- By and large, teachers and staff at schools are very responsive and helpful.
- Students (English Learners) are making good progress toward becoming proficient in English.
- Tutoring programs would be a huge help for English Learners and for other students. It would help for the district to have consistent tutoring available.
- The school-home connection is stronger at elementary schools than at the junior high schools. Junior highs do less communicating with parents.
- Parents need to be more informed about who their community liaison is and how to contact the liaison. This will help parents to build trust and lead to a more productive partnership.
- Parents would welcome more school events that they can attend. School events bring a school community together.

Families of Foster Parents of Foster and Homeless Youth:

- For students experiencing homelessness, it has helped that the district can provide transportation to keep students at their original school. It also helps when the district works out childcare before and after school as an alternative to providing transportation; in this case parents provide transportation.
- Foster and homeless youth can benefit from extra tutoring and counseling. Any extra services are appreciated.
- In some cases teachers do not know if a student is a foster youth or is experiencing homelessness. It will help to have more communication about these children's situation.

Teachers:

- Teachers stated that the 2022-2023 school year has been somewhat smoother than 2021-2022 but that students still have not gotten over the impact of COVID-19 and school closures. Severe behaviors, especially among the youngest students, continued. Suspensions districtwide were down slightly from 2021-2022 but still were coming in at a clip far higher than before the pandemic.
- Teachers see that students have more mental health needs and are very supportive of the expansion in counseling services implemented in 2021-2022 and continued this school year. Several teachers believe even more counseling services are needed.
- Teachers would like to see student attendance improved. It has been better than during COVID-19 but students tend to be absent for longer durations than they were before the pandemic.
- Several teachers advocate for a vice-principal on each district campus.
- Some teachers have had difficulty dealing with parents who have been intemperate and demanding. They remark that these issues are happening more frequently since COVID-19.
- Some teachers request that the district minimize combination classes, lower class sizes, and add more instructional assistants in classrooms.
- Some teachers request that a teacher specialize in English Language Development (ELD) and pull out English Learners to deliver services.
- Outdoor learning and physical education are promoted by several teachers.
- Increasing the pool of substitute teachers will enable more teachers to participate in trainings and professional development. This also will protect intervention programs, as hourly intervention teachers sometimes are asked to fill in for classroom teachers.
- Some teachers seek more differentiation with professional development.

Classified Employees:

- The district can do more to communicate what supports are available to unduplicated students (low-income students, English Learners, foster youth, and students experiencing homelessness). Often it is classified employees who first recognize student needs.
- Some classified employees (instructional assistants) would like to participate in any tutoring program set up by the district in 2023-2024. Classified employees sometimes are overlooked for these opportunities.
- Some classified employees asked for more inclusion in both school communication and school-home communication, as this will help them be better apprised of what is happening at their school sites.
- Instructional assistants can benefit from more training in Crisis Prevention Intervention (CPI) and techniques for dealing with severe behaviors.

- The role of librarian/media specialists has expanded in that they now are asked to distribute technology devices and assist students with technology troubleshooting during the school year. This takes considerable time and impacts their other responsibilities.

Administrators:

- Student behaviors, while somewhat better than in 2021-2022, have remained an issue in 2022-2023. The incidence of severe behaviors has remained high among younger students and junior high school students.
- The need to manage daily activities at the school site and address behaviors and other issues that arise each day has impacted principals' ability to devote time to instructional leadership.
- The number of meetings (IEP meetings, Student Success Team meetings, and other meetings) has risen substantially in recent years and has added to the workload of site administrators.
- Administrators identify math as a priority for the district. They are ready to make adjustments in the elementary master schedule to implement math intervention in 2023-2024.
- The district has welcomed many new teachers who have needed guidance and support from site administrators. The district's group of newer teachers would benefit from more training in classroom management, partnering with parents, and Professional Learning Communities.
- Substitute coverage is a significant task for principals. Substitutes are needed not just for teachers, but for instructional assistants who provide needed one-on-one support to students with special needs. Arranging for coverage can be challenging for site administrators, and in some cases the administrators need to fill in for the missing employee.
- Administrators in the Special Education Department would like to continue to work on more inclusive teaching practices for students with disabilities.

Santa Barbara County SELPA (Executive Director Ray Avila):

- The County SELPA would like to see students with IEPs placed in the least restrictive environment when possible.
- Parents of students with disabilities need to be involved in their children's education.
- Chronic absenteeism is an issue for students with disabilities. Some families need more assistance getting their children to school.
- Younger children are having more difficulty adapting to school than they did prior to COVID-19. Schools need help managing behaviors.
- The County SELPA is happy to collaborate with the Santa Barbara County Education Office on Differentiated Assistance support for Orcutt, especially with regard to students with disabilities.
- The County SELPA is happy to collaborate with Orcutt in preparing for Compliance Improvement Monitoring (CIM) process that occurs regularly.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input received from educational partners validates the district's continuing emphasis on mental health support for students, social/emotional learning, staff wellness, and other work in the social/emotional realm. The addition of an elementary counselor instead of a social worker (Action 4.10) was a direct response to student needs. The district will need to maintain its focus on students' emotional/mental wellness in

the coming year.

Other aspects of the LCAP influenced by input from educational partners this year and in past years include the following:

- The need to continue working on promoting positive student behaviors and preventing severe behaviors
- The need to focus on student achievement in mathematics
- The need for the district to adopt and implement a social/emotional learning curriculum, SEE Learning
- The need for vice-principal support at junior high schools and large elementary schools
- The need for instructional assistants to support students in transitional kindergarten and kindergarten
- The need to redouble efforts to provide extra tutoring for foster youth and students experiencing homelessness
- The need for community liaison support for families of English Learners
- The need to change the elementary master schedule to accommodate math intervention

Goals and Actions

Goal

Goal #	Description
1	<p>We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.</p> <p>State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Local Priority: OUSD Strategic Plan</p>

An explanation of why the LEA has developed this goal.

In 2019, the California Dashboard reported several areas of recommended focus for the Orcutt Union School District. In English/language arts. Students experiencing homelessness declined 11.8 points and current English Learners declined 5.5 points.

In English/language arts, the following groups scored below standard: Homeless (16.6 points below standard), Students with Disabilities (77.5 points below standard), English Learners (25.5 points below standard), Foster Youth (40.9 points below standard), Hispanic (4.1 points below standard), and Socioeconomically Disadvantaged (21.7 points below standard), and current English Learners (59.1 points below standard).

In Mathematics, the following groups scored below standard: Students with Disabilities (110.5 points below standard), English Learners (49.6 points below standard), Hispanic (37.5 points below standard), Homeless (49.3 points below standard, Socioeconomically Disadvantaged (43.1 points below standard), and English Learners (85.8 points below standard).

In Spring 2021, stakeholder groups indicated that student achievement is a high priority, as 57% of parents chose "increasing student achievement" as a high priority or very high priority.

The fact that the district is in Differentiated Assistance for the Students with Disabilities and Foster Youth subgroups supports this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – E/LA % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 54.47% Low-income: 43.06% English Learners: 23.92% Homeless: 52.63% Foster Youth: NA Students with Disabilities: 20.36%	CAASPP testing was not administered in Spring 2021. It resumed in Spring 2022.	Percent of Students Scoring At or Above Standard on the 2022 CAASPP: All Students: 49.66% Low-income: 37.91% English Learners: 15.59% Homeless: 32.44% Foster Youth: 47.06% Students with Disabilities: 20.05%		Increase student performance for all students and each student group by 5 points in the area of E/LA as measured by the CAASPP and reported on the California Dashboard.
CAASPP - Math % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 43.8% Low-income: 32.16% English Learners: 14.56% Homeless: 26.32% Foster Youth: NA Students with Disabilities: 15.68%	CAASPP testing was not administered in Spring 2021. It resumed in Spring 2022.	Percent of Students Scoring At or Above Standard on the 2022 CAASPP: All Students: 35.17% Low-income: 24.48% English Learners: 8.55% Homeless: 22.50% Foster Youth: 11.76% Students with Disabilities: 12.93%		Increase student performance for all students and each student group by 5 points in the area of Math as measured by the CAASPP and reported on the California Dashboard.
English Learner Progress on ELPAC	English Learner Progress (Change) as reported in Data Quest (CA Dept. of Ed.) in 2019 Level 4 - Well Developed: 25.09%	English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2020-2021	English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2021-2022		At least 60% of students will be in the "Well Developed + Moderately Developed" groups as reported in Data Quest (CA Dept. of Ed.)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 3 - Moderately Developed: 42.31% Level 2 - Somewhat Developed: 24.54% Level 1 - Beginning Stage: 8%	Level 4 - Well Developed: 13.92% Level 3 - Moderately Developed: 45.94% Level 2 - Somewhat Developed: 26.68% Level 1 - Minimally Developed: 13.46%	Level 4 - Well Developed: 15.57% Level 3 - Moderately Developed: 35.23% Level 2 - Somewhat Developed: 30.73% Level 1 - Minimally Developed: 18.47%		
Re-designation Rate for English Learners (EL to RFEP)	12% of English Learners were redesignated (EL to RFEP) in the 2019-2020 school year. 13.4% of English Learners were redesignated (EL to RFEP) in the 2020-2021 school year.	An estimated 6.4% of English Learners (32 in total) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.	An estimated 7.92% of English Learners (42 in total) have been redesignated as Fluent English Proficient to this point in the 2022-2023 school year.		10% of English Learners will be redesignated (EL to RFEP)
English Learner access to core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD	100% of students are receiving access to core instruction and ELD.	100% of students are receiving access to core instruction and ELD.		100% of students will receive access to core instruction and ELD.
Percent of Highly Qualified Teachers that are Appropriately Assigned	In the 2020-21 school year, 99% of teachers were highly qualified and appropriately assigned.	100% of OUSD teachers currently are highly qualified and appropriately assigned.	100% of OUSD teachers currently are highly qualified and appropriately assigned.		100% of OUSD teachers will be highly qualified and appropriately assigned.
Percent of Schools Meeting Facility Inspection Tool (FIT) requirements	In the 2020-21 school year, 100% of OUSD schools met FIT requirements	Inspections conducted in January 2022 show 100% of OUSD	Inspections conducted in January 2023 show 100% of OUSD		100% of OUSD schools will meet FIT requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		schools meet state FIT requirements.	schools meet state FIT requirements.		
Percent of Students with Access to Instructional Materials	In the 2020-21 school year, 100% of OUSD students had access to OUSD adopted materials that are standards - aligned.	As of February 2022, 100% of OUSD students have access to OUSD-adopted materials that are aligned with state standards.	As of April 2023, 100% of OUSD students have access to OUSD-adopted materials that are aligned with state standards.		100% of OUSD students will have access to adopted materials that are standards aligned.
Percent of Students with Access to required Course of Study	In the 2020-21 school year, 100% of OUSD students had access to required course of study.	As of February 2022, 100% of OUSD students have access to the required course of study.	As of April 2023, 100% of OUSD students have access to the required course of study.		100% of OUSD students will have access to required course of study.
NWEA Reading Mean Rit and Percentile	Fall 2019 Mean (average) Rit & Percentile Grade 2 Mean Rit = 177.7 * 79 Percentile Grade 3 Mean Rit = 191.9 * 77 Percentile Grade 4 Mean Rit = 203.1 * 81 Percentile Grade 5 Mean Rit = 209.4 * 76 Percentile Grade 6 Mean Rit = 215 * 75 Percentile Grade 7	NWEA Reading Fall 2021 Mean (average) Rit (Percentiles not available) Grade 1 Mean Rit = 158.64 Grade 2 Mean Rit = 176.31 Grade 3 Mean Rit = 187.20 Grade 4 Mean Rit = 198.31 Grade 5 Mean Rit = 204.49 Grade 6 Mean Rit = 212.74 Grade 7 Mean Rit = 214.23	NWEA Reading Spring 2022 Mean (average) Rit (Percentiles not available) Grade 1 Mean Rit = 168.78 Grade 2 Mean Rit = 184.92 Grade 3 Mean Rit = 194.68 Grade 4 Mean Rit = 203.66 Grade 5 Mean Rit = 208.48 Grade 6 Mean Rit = 215.25 Grade 7 Mean Rit = 216.92		The percentile for the average Rit score for students in grades 2-6 will be at least at the 85th percentile in reading in the spring administration. (See Student Growth Summary Report) The percentile for the average Rit Score for students in grades 7 & 8 will be at least at the 75th percentile in the spring administration (or winter administration if spring administration is not conducted).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Mean Rit = 217.5 * 68 Percentile Grade 8 Mean Rit = 219.2 * 56 Percentile</p> <p>Spring 2021 Mean (average) Rit (Percentage not available)</p> <p>Grade 2 Mean Rit = 185.2 Grade 3 Mean Rit = 196.1 Grade 4 Mean Rit = 203.2 Grade 5 Mean Rit = 201.9 Grade 6 Mean Rit = 216.6 Grade 7 Mean Rit = 220.2 Grade 8 Mean Rit = 222.7</p>	<p>Grade 8 Mean Rit = 219.70</p> <p>NWEA Reading Winter 2021 Mean (average) Rit (Percentiles not available)</p> <p>Grade 1 Mean Rit = 163.41 Grade 2 Mean Rit = 179.13 Grade 3 Mean Rit = 190.48 Grade 4 Mean Rit = 200.95 Grade 5 Mean Rit = 207.38 Grade 6 Mean Rit = 213.92 Grade 7 Mean Rit = 217.26 Grade 8 Mean Rit = 222.29</p>	<p>Grade 8 Mean Rit = 221.25</p> <p>NWEA Reading Winter 2022 Mean (average) Rit (Percentiles not available)</p> <p>Grade 1 Mean Rit = 163.66 Grade 2 Mean Rit = 177.80 Grade 3 Mean Rit = 190.96 Grade 4 Mean Rit = 201.80 Grade 5 Mean Rit = 206.44 Grade 6 Mean Rit = 213.45 Grade 7 Mean Rit = 217.89 Grade 8 Mean Rit = 220.34</p>		
NWEA Math Mean Rit and Percentile	<p>Fall 2019 Mean (average) Rit & Percentile</p> <p>Grade 2 Mean Rit = 179 * 75 Percentile Grade 3</p>	<p>NWEA Math Fall 2021 Mean (average) Rit (Percentiles not available)</p> <p>Grade 1 Mean Rit = 161.10 Grade 2 Mean Rit = 177.23</p>	<p>NWEA Math Spring 2022 Mean (average) Rit (Percentiles not available)</p> <p>Grade 1 Mean Rit = 173.42 Grade 2</p>		The percentile for the average Rit score for students in grades 2-8 will be at least at the 80th percentile in the area of math. (See Student Growth Summary Report)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mean Rit = 192.6 * 76 Percentile Grade 4 Mean Rit = 204 * 75 Percentile Grade 5 Mean Rit = 202.5 * 68 Percentile Grade 6 Mean Rit = 218.3 * 68 Percentile Grade 7 Mean Rit = 226.3 * 76 Percentile Grade 8 Mean Rit = 230.8 * 73 Percentile Spring 2021 Mean (average) Rit (Percentage not available) Grade 2 Mean Rit = 185 Grade 3 Mean Rit = 195.8 Grade 4 Mean Rit = 204.1 Grade 5 Mean Rit = 212.3 Grade 6 Mean Rit = 220.3 Grade 7 Mean Rit = 223.9	Grade 3 Mean Rit = 187.31 Grade 4 Mean Rit = 198.84 Grade 5 Mean Rit = 205.56 Grade 6 Mean Rit = 214.19 Grade 7 Mean Rit = 217.13 Grade 8 Mean Rit = 224.45 NWEA Math Winter 2021 Mean (average) Rit (Percentiles not available) Grade 1 Mean Rit = 168.33 Grade 2 Mean Rit = 180.67 Grade 3 Mean Rit = 192.72 Grade 4 Mean Rit = 202.31 Grade 5 Mean Rit = 208.97 Grade 6 Mean Rit = 216.69 Grade 7 Mean Rit = 220.06 Grade 8 Mean Rit = 227.16	Mean Rit = 187.05 Grade 3 Mean Rit = 198.82 Grade 4 Mean Rit = 207.89 Grade 5 Mean Rit = 213.92 Grade 6 Mean Rit = 220.77 Grade 7 Mean Rit = 224.22 Grade 8 Mean Rit = 223.51 NWEA Math Winter 2022 Mean (average) Rit (Percentiles not available) Grade 1 Mean Rit = 169.22 Grade 2 Mean Rit = 181.40 Grade 3 Mean Rit = 194.21 Grade 4 Mean Rit = 204.77 Grade 5 Mean Rit = 212.70 Grade 6 Mean Rit = 217.76 Grade 7 Mean Rit = 220.23 Grade 8		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 8 Mean Rit = 230		Mean Rit = 225.30		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher on Special Assignment (TOSA) Support	All teachers will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs). TOSAs will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, homeless youth, and low-income students.	\$820,508.23	Yes
1.2	Standards-Based Materials	Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-2020 and 2020-2021 school years. A committee consisting of teachers provided input and guidance for curriculum selection. A TK science program by the same publisher was viewed and chosen by TK teachers. A presentation was made to the school board and materials were adopted in February 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-2021 school year in preparation for the 2021-2022 school year. The science adoption materials contain resources for English Learners and students needing academic support.	\$37,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and to monitor student progress. Data will be analyzed specific to English Learners, foster youth, homeless youth and low income students to determine if instructional strategies are effective. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. Data will be used in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, PathBlazer/Compass Learning will be available to individualize instruction as NWEA levels populate to PathBlazer to assist in targeting specific student academic needs.	\$83,980.00	Yes
1.4	Professional Learning Communities (PLC)	Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-promise students, specifically English Learners, foster students, homeless students, English Learners, low-income students, and students with disabilities. Special Education teachers can join general education teachers in these discussions.	\$101,296.00	Yes
1.5	On-Site Intervention	Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and the grade level teaching team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based intervention for at-promise youth (ELs, foster/homeless youth, low-income students, and students with disabilities).	\$463,252.62	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Professional Consulting, Support Programs	Professional consulting in the areas of English/language arts and math will be available to teachers and administrators for support in focusing on students who are performing below standard. Programs will be utilized to double- and triple-dose students in need of additional instruction and practice. Instruction may also be provided during non-school hours and during breaks in school. Providing strategies in supporting at-promise students including English Learners, foster youth, homeless youth, low-income students will be the main focus.	\$60,000.00	Yes
1.7	English Language Development (ELD) Support	Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTELs).	\$185,597.00	Yes
1.8	Extra Support for Foster/Homeless Students	Small-group and individual tutoring will be made available for at-promise foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.	\$13,000.00	Yes
1.9	Executive Director of Curriculum & Instruction	All teachers and administrators will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the executive director of curriculum & instruction. The executive director will ensure that the MTSS plan is complete and implemented with fidelity. The executive director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, students with special needs and low income students are receiving needed interventions and are making adequate	\$215,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		progress. The executive director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically, English Learners, foster youth, homeless youth, students with special needs and low income students.		
1.10	Implementation of Summer Extended Learning Opportunities (Action modified for 2023-2024)	Students entering grades K-6 will be have the opportunity to be enrolled in a summer camp that provides academic enrichment, recreation, socialization, and nutrition. The camp will be operated by the district's Campus Connection Childcare Program in alignment with state Expanded Learning Opportunities Program (ELO-P) requirements. Teachers will be hired to provide an academic component to the camp in the mornings; content presented by teachers will include core literature (reader's workshop), SIPPS (reading intervention), math fluency activities, STEAM on Demand, SEE Learning, and physical education. Campus Connection staff will plan themed activities including visual arts in the afternoons. Additionally, students entering transitional kindergarten and kindergarten will be offered a two week "jump start" session right before school starts. Students in at-promise groups (homeless, foster, EL, students with special needs, and low income) will be given priority enrollment.	\$470,000.00	Yes
1.11	Extended Learning Opportunities - Instructional Assistants in kindergarten	Instructional assistants will be placed in full day kindergarten classrooms to support academic and behavioral needs of students. Priority for support will be given to at risk students (English Learners, homeless, foster, and low income students).	\$285,894.00	Yes
1.12	Implementation of Full Day Kindergarten	Kindergarteners will continue to attend school on a full-day schedule. Previously, kindergarten was on a staggered day schedule with a mid-day overlap.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Program Specialist	The program specialist will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social-emotional needs of our at-risk students (English learners, homeless, foster, students with special needs, and low income students). This person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at-risk students (English Learners, homeless youth, foster youth, students with disabilities, and low-income students).	\$101,868.75	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were faithful to the action plan as written with the following elaborations:

- 1.3 Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring. We have implemented universal screenings only in reading. Some schools piloted a screening tool for social/emotional needs this school year. We are working on screening tools for mathematics to be piloted in 2023-2024. We have more work to do and more training to provide to have the Edu-Climber data management program be widely used by staff.
- 1.8 Extra Support for Foster/Homeless Students. We continued to experience difficulty recruiting teachers to do after-hours tutoring. We had some success during the year at inviting teachers to tutor foster or homeless youth they personally work with, but nowhere near enough success to fully realize this goal. On the positive side, we were able to provide funding for foster youth and students experiencing homelessness to attend sixth-grade Outdoor School for free.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 1.1 Teachers on Special Assignment (TOSA) Support, no expenditures, \$467,042 less than budgeted. Other budget sources (Title I) were utilized to fund TOSAs.
- 1.2 Standards-Based Materials, no expenditures, \$37,000 less than budgeted. The district did not need to replenish consumable materials to the extent anticipated.
- 1.3 Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring, no expenditures, \$83,980 less than budgeted. Other budget sources were utilized to fund progress monitoring.

- 1.4 Professional Learning Communities (PLCs), no expenditures, \$101,296 less than budgeted. Other budget sources were utilized to fund PLCs.
- 1.5 On-site Intervention, \$600,000 in estimated actual expenditures, \$49,357 more than budgeted. Sites were able to expand intervention programming more than anticipated.
- 1.6 Professional Consulting, Support Programs, no expenditures. Other budget sources (Title II, ELOG, and In-Person Instruction COVID relief funds) were utilized to fund consultants.
- 1.7 English Language Development (ELD) Support, \$251,000 in estimated actual expenditures, \$65,403 more than budgeted. The district hired two additional community liaisons in an effort to level up support for English Learners and their families.
- 1.8 Extra Support for Foster/Homeless Students, no expenditures, \$13,000 less than budgeted. Other budget sources (Education for Homeless Children and Youth) were utilized to fund this support.
- 1.9 Executive Director of Curriculum & Instruction, \$215,400 in estimated actual expenditures, \$35,400 more than budgeted. A certificated salary increase resulted in a higher than anticipated expenditure here.
- 1.10 Implementation of Summer Extended Learning Opportunities, no expenditures, \$470,000 less than budgeted. Other budget sources (Expanded Learning Opportunities Program) were utilized to fund summer programming.
- 1.11 Instructional Assistants in Kindergarten, no expenditures, \$285,894 less than budgeted. Other budget sources (Expanded Learning Opportunity Grant for Paraprofessionals) were utilized to fund instructional assistants in kindergarten.
- 1.13 Program Specialist, no expenditures, \$126,112 less than budgeted. Other budget sources (ESSER II) were utilized to fund the program specialist.

An explanation of how effective the specific actions were in making progress toward the goal.

The results of Spring 2022 CAASSP English/language arts testing (administered to students in grades 3-8) show that students are performing slightly below pre-pandemic levels (49.66% proficient or above overall, compared to 54.47% proficient or above in 2019). Winter 2022-2023 NWEA testing in reading shows growth from Winter 2021-2022 in most grade levels. The NWEA results validate the district's efforts with reading instruction and intervention.

In math, the results of Spring 2022 CAASPP testing show students performing notably below pre-pandemic levels (35.17% proficient or above overall, compared to 43.8% proficient or above in 2019), and the level of proficiency both before and after COVID-19 remains well below proficiency levels for English/language arts. Winter 2022-2023 NWEA math results do show notable growth from Winter 2021-2022, so one can glean that math achievement is beginning to regain traction. That said, the overall low proficiency in mathematics relative to English/language arts points to math continuing to be an area of focus for the district.

Teachers on Special Assignment and the executive director of curriculum & instruction continue to be critically important providers of support for their fellow teachers. In the area of math, they have worked on "focus folders" based on assessment data that classroom teachers can utilize to group students. These new math focus folders were piloted in 2022-2023 and will be utilized more expansively in 2023-2024 to group students for intervention and enrichment.

Two district consultants in math, Michele Douglass and Elizabeth Hammonds, were well received by teachers. Douglas focused on grades TK-5 and in uses of the adopted Math Expressions program; Hammonds, a specialist in the adopted College Preparatory Mathematics (CPM) program, focused on grades 6-8. These consultants provided both during-school and afterschool trainings, visited classrooms, and taught demonstration lessons. Both also did classroom walk-throughs with principals so as to provide input on how math instruction can be guided and supported. Key elements we are working to have established in classrooms include (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. In support of number sense, we hired classroom teachers to provide math enrichment activities (such as number talks and math games) during afterschool childcare at the five Orcutt-area elementary sites. These activities generally were well received by students.

English 3D classes at three schools proved very effective at boosting English proficiency for participating English Learners. As of the writing of this LCAP, 42 English Learners had been redesignated as Fluent English Proficient, and 17 more are scheduled to be redesignated before the end of the school year. During the year, the district added two community liaisons in order to give more assistance to English Learners and their families. Liaisons also were directed to schedule regular on-site availability for families.

Support for foster and homeless students was uneven during 2022-2023. Students in grades TK-6 were able to access free childcare via the Expanded Learning Opportunities Program (ELO-P) -- a substantial support. But we continued to have difficulty recruiting teachers to make good on the district's offer of up to six hours of free tutoring for these students.

In LCAP Survey 2, which invited district interest holders to provide feedback on the effectiveness of actions proposed for this section, the following actions were rated as the most effective:

- On-site academic intervention, 91.07% effective or highly effective
- Standards-based textbooks, 78.76% effective or highly effective
- Instructional assistants in kindergarten and transitional kindergarten, 78.64% effective or highly effective
- Summer learning opportunities, 75.22% effective or highly effective
- English Language Development for English Learners, 74.11% effective or highly effective

The following action was rated as slightly less effective:

- Training/professional development from district consultants, 68.14% effective or highly effective
- Universal screenings and progress monitoring, 69.03% effective or highly effective
- Support from Teachers on Special Assignment (TOSAs), 72.57% effective or highly effective

Finally, these actions registered relatively large percentages of responses indicating no opinion:

- Implementation of full-day kindergarten, 15.18% no opinion
- Instructional assistants in kindergarten and transitional kindergarten, 15.04% no opinion
- English Language Development for English Learners, 9.82% no opinion

- Professional Learning Community (PLC) meetings, 8.85% no opinion

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Efforts to improve math achievement will take a new turn in 2023-2024 with a change in the elementary master schedule to afford time for regular math intervention. Classroom teachers will have the opportunity to work with half their class at a time and group students based on math needs (using math focus folders). Intervention for struggling students can take the form of reteaching, frontloading, or an evidence-based math intervention program. Additionally, we are planning more efforts with instructional leadership around math achievement. We tentatively are planning to work with principals on utilizing classroom walk-throughs as a tool to ensure that adopted curriculum and best practices for instruction are in place.

Summer extended learning will change in Summer 2023. Rather than offering a traditional summer school, the district has elected to offer a summer camp operated by the Campus Connection Childcare Program and aligned with state Expanded Learning Opportunities Program (ELO-P) requirements (for a complete description, see narrative for Action 1.10). The rationale for this change is that the summer camp model is more economically sustainable for the district than summer school.

The district's Educational Services Department will explore more ways to make tutoring happen for foster and homeless youth in 2023-2024. Teachers who have these students in their classrooms will be invited to do the tutoring, and if they decline then other teachers on site can be invited. The idea is that a more localized model for recruiting teachers will be more successful.

As mentioned earlier, we have work to do to expand utilization of Edu-Climber around the district. We will continue to provide training and support as needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	<p>We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.</p> <p>State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 7 (Course Access: Conditions of Learning) Local Priority: OUSD Strategic Plan</p>

An explanation of why the LEA has developed this goal.

Our educational partner group of parents, administrators, teachers, parents, and community members set "Future Ready" as a Goal in our Strategic Plan. This group strongly feels that students need to participate in activities that focus on real-world events to make learning meaningful and to be sure that students are ready to successfully participate in a global society when they leave the Orcutt School District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of course/enrichment offerings that focus on future ready skills.	<p>Six of our eight schools (five elementary schools and one junior high school) have a FIRST Lego League team that meets, develops projects, and competes in a regional tournament.</p> <p>CTE classes are being planned to start in the 2021-2022 school year.</p>	<p>Due to the continuance of COVID-19, a full-fledged FIRST Lego League season and competition could not occur this fall. The OAHs Robotics Team hosted two district schools for a Lego League demonstration done on Zoom.</p> <p>E-sports have not yet been implemented at</p>	<p>FIRST Lego League for elementary and junior high schools resumed in the fall with the support of the OAHs First Robotics Team. Four district schools had programs on site, three district schools participated in a local tournament, and two teams from one school advanced to the regionals. The district is seeking to</p>		<p>Each elementary and junior high school will have a FIRST Lego League team. E-sports will be available for junior high students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	E-sports are being planned to start in the 2021-2022 school year.	the junior high school level. We are hoping to expand into our junior highs in 2022-2023.	expand participation in 2023-2024. E-sports still have not been implemented at the junior high school level.		
Principal SAMR Survey (Analysis of level of use of technology in classroom lessons) Technology use in the classroom was defined as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	Of the teachers using technology in class at the time of the administrator visit, 1.69% Redefinition 13.56% Modification 66.10% Augmentation 18.64% Substitution (19.18% Technology not in use) 52% of teachers were using technology with a "somewhat or direct" connection to the lesson.	The SAMR Survey was administered by school administrators in Spring 2022. Based on 117 classroom visits, results are as follows: 3.42% Redefinition 12.82% Modification 34.19% Augmentation 23.08% Substitution (26.50% Technology not in use) 55.56% of teachers were using technology with a "somewhat or direct" connection to the lesson.	The SAMR Survey was administered by school administrators in Spring 2023. Based on 104 classroom visits, results are as follows: 3.85% Redefinition 17.31% Modification 25.96% Augmentation 21.15% Substitution (31.73% Technology not in use) 48.57% of teachers were using technology with a "somewhat or direct" connection to the lesson.		Evidence of transformational use of technology (Modification or Redefinition) will increase by 20%.
Digital Citizenship Accounting Survey	Teachers are asked to utilize Common Sense Media (or similar) curriculum to teach	Digital citizenship has been prioritized for instruction in grades 6-8 but no data on	Some secondary classes have presented a special lesson created by		All teachers will teach at least five digital citizenship lessons to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Digital Citizenship skills to teachers. Currently, participation is not recorded.	how many lessons have been taught is available.	district consultant Kristen Miller on the topic of social media and digital citizenship, and lessons from Common Sense Media have been showcased to district teachers. No data on how frequently digital citizenship has been taught is available.		student each school year.
Student-computer device/internet access ratio	Each student is given a district computer device (iPad/Chromebook) to use at home and at school. A hotspot is available to families who do not have internet access.	The OUSD Technology Department has provided a device to all OUSD students and a WiFi hot spot to families with no internet access.	The OUSD Technology Department has continued to provide all OUSD students with a device and a WiFi hot spot to families with no internet access. The district is working with Santa Barbara County and other local agencies seeking to bring broadband access to the community.		Each student will be given a computer device to use at home and at school. A hotspot will be available to families who do not have internet access.
Career and Technical Education (CTE) Student Course Access	CTE classes have not been offered yet. We plan to offer CTE elective sections in the 2021-22 school year.	A STEAM elective course at Lakeview and Orcutt junior high schools has been transformed into a CTE course featuring	The STEAM elective course at Lakeview and Orcutt junior high schools continues to revolve around the Project Lead the Way		At-promise students (EL, foster, homeless, low-income) have equitable access to CTE classes. CTE offerings are available

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Project Lead the Way (PLTW) curriculum. Students are enjoying the Design and Modeling module of PLTW.	(PLTW) module in Design and Modeling. CTE Strong Workforce Program funding supports this course.		to all OUSD junior high school-aged students.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Programming	Career and Technical Education (CTE) Classes will be available to all junior high students. Equitable course access will be available for at-promise students (foster, homeless, EL, low income).	\$0.00	Yes
2.2	Focus on Future Ready Enrichment Opportunities	E-sports will be available to junior high students with equitable access to students in at-promise groups (foster, homeless, low income, EL). Additional opportunities will be available such as coding, digital media, etc. to all students in all grade levels again with equitable access to students in at-promise groups (foster, homeless, low-income, EL).	\$0.00	Yes
2.3	Professional Development in Integration of Technology for Future Ready Skills	Teachers will receive professional development in the integration of technology for future ready skills by TOSAs, consultants, outside workshops/conferences. Priority will be given to technology and PD that focuses on needs of at-promise learners including homeless, foster, EL, low income and students with disabilities.	\$59,259.00	Yes
2.4	Technology Devices for Students	Each student will be issued a technology device (chromebook or iPad) to be used at home and at school. Hotspots will be available for students who do not have adequate access to wifi. If wifi cannot be accessible at home, arrangements will be made so that students can	\$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
		be on campus additional time to be able to access wifi. Funds will be available for devices damaged or lost by students.		
2.5	Creative Learning Environments	Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were faithful to the action plan as written with the following elaborations or exceptions:

- 2.2 Focus on Future Ready Enrichment Opportunities. Challenges with time and logistics have kept us from expanding e-sports to junior high school. In 2023-2024 we will work on providing at least one-off occasions for junior high students to experience e-sports.
- 2.5 Creative Learning Environments. We have worked this year on outdoor learning areas and will be installing several shade structures utilizing ESSER III funding this summer.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 2.1 CTE Programming, no expenditures, \$68,000 less than budgeted. Other budget sources (CTE Strong Workforce Program) were utilized to fund CTE programming.
- 2.3 Professional Development in Integration of Technology for Future Ready Skills, no expenses, 59,259 less than budgeted. Other budget sources (Educator Effectiveness funding) were utilized to fund technology professional development. Additionally, technology PD needed to be curtailed because of limited time and limited substitute teachers available to release staff staff to participate.
- 2.4 Technology Devices for Students, no expenses, \$400,000 less than budgeted. Other budget sources (district funding) were utilized to fund technology devices for students.

An explanation of how effective the specific actions were in making progress toward the goal.

The district's implementation of technology devices for students continues to be successful, as the devices are integral to student learning. That said, professional development in integration of technology has emerged as a need. The SAMR Survey conducted this spring showed a growing percentage of lessons in which technology was not in use (31.73%, up from 26.50% in 2022) and a declining percentage of lessons in which technology use had a "somewhat or direct" connection to the lesson (48.57%, down from 55.56% in 2022).

The district still has not been able to implement CTE offerings such as Project Lead the Way at Olga Reed School in Los Alamos. Limitations in instructional time and staff focus have interfered with this goal. We will continue to explore how to accomplish this goal in 2023-2024.

In LCAP Survey 2, which invited district interest holders to provide feedback on the effectiveness of actions proposed for this section, the following actions were rated as the most effective:

- Distribution of technology devices to all students, 87.61% effective or highly effective
- Career and Technical Education (CTE) classes/offerings for secondary students, 76.10% effective or highly effective
- Professional development in technology, 74.34% effective or highly effective
- Creative learning environments (outdoor spaces, flexible furniture, etc.), 68.14% effective or highly effective

The following actions were rated as less effective:

- E-sports offerings for secondary students, 38.93% effective or highly effective

Finally, these actions registered relatively large percentages of responses indicating no opinion:

- E-sports offerings for secondary students, 25.66% no opinion
- Career and Technical Education (CTE) classes/offerings for secondary students, 14.00% no opinion

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on data yielded in association with this goal and input from interest holders, the district will make more time for professional development in technology in 2023-2024. The executive director of technology and educational services has assembled a task force of teachers and administrators to provide guiding input on next steps for technology. Regarding professional development, members of the task force are requesting to learn more about applications associated with district adopted programs and the district's student information system (Aeries) as well as commonly used productivity tools such as Google Suite. In the words of one task force member, "We are interested in anything to help students learn better."

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	<p>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.</p> <p>State Priorities: Priority 1 (Basic: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Priority 7 (Course Access: Conditions of Learning) Local Priority: OUSD Strategic Plan</p>

An explanation of why the LEA has developed this goal.

The teacher educational partner group shared that continuing weekly PLC opportunities is essential. Parents noted that access to intervention is important for at-risk students. Teachers noted that being able to have a schedule which allows for each student to have the opportunity to get the skills he/she needs (intervention/extension) is important. Administrators, teachers, parents and community members discussed the benefits of having certificated PE and music teachers who work with students during one session of teacher PLC time each week.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of times per week teachers meet in a PLC group.	<p>TK-6 teachers meet twice weekly in PLC groups.</p> <p>7/8 teachers meet once weekly in PLC groups.</p>	<p>TK-6 teachers are meeting twice weekly in grade-level PLC groups.</p> <p>Grades 7/8 teachers are meeting once weekly in departmental PLC groups.</p>	<p>TK-6 teachers are meeting twice weekly in grade-level PLC groups.</p> <p>Grades 7/8 teachers are meeting once weekly in departmental PLC groups.</p>		<p>TK-6 teachers will meet twice weekly in PLC groups.</p> <p>7/8 teachers will meet once weekly in PLC groups.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PLC Self-Rating Device - (Teachers rating competency in grade level team or department team in use of PLC features)	<p>Scores 1-5 (1= low, 5 = high)</p> <p>3.86 Essential Standards</p> <p>3.94 PLC Teams</p> <p>3.56 Use of Data</p> <p>3.61 Use of Common Formative Assessment</p> <p>3.18 Use of RTI/MTSS for Intervention</p>	<p>The self-rating device for PLCs was administered in Spring 2022.</p> <p>Scores 1-5 (1= low, 5 = high)</p> <p>3.8 Essential Standards</p> <p>4.1 PLC Teams</p> <p>3.7 Use of Data</p> <p>3.7 Use of Common Formative Assessment</p> <p>3.5 Use of RTI/MTSS for Intervention</p>	<p>The self-rating device for PLCs was administered in Spring 2023.</p> <p>Scores 1-5 (1= low, 5 = high)</p> <p>3.8 Essential Standards</p> <p>3.9 PLC Teams</p> <p>3.7 Use of Data</p> <p>3.5 Use of Common Formative Assessment</p> <p>3.7 Use of RTI/MTSS for Intervention</p>		Using the PLC Self-Rating Device, teachers will rate their competency in grade level teams or department teams above 4 in each area.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Restructuring Instructional Time	Time is built into the school day for all teachers to meet weekly for at least 60 minutes. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-promise groups (English Learners, foster, homeless, low-income, and Special Education). The Executive Director of Curriculum & Instruction and TOSAs analyze student intervention data regularly with a focus on at-promise students (English Learners, homeless, foster, low income, and students with disabilities). Funds are used to compensate teachers for increasing their work day.	\$622,704.90	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Professional Development in Universal Design for Learning	Administrators and teachers will receive inservice in UDL to learn strategies to assist students in at-risk groups (SWD, foster, homeless, ELs, low-income) to successfully participate in instruction. Additionally, learning strategies such as Problem-Based Learning, Questioning, Literature Circles, Center-Based Learning, Socratic Instruction, etc. will be considered to engage students.	\$10,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were faithful to Action 3.1 but have not yet been able to implement Action 3.2. We have not had the needed time and focus to deliver districtwide professional development in Universal Design for Learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 3.1 Restructuring Instructional Time, no expenditures, \$644,754 less than budgeted. Other budget sources (district funding) were utilized to fund this initiative.
- 3.2 Professional Development in Universal Design for Learning, no expenditures. This training has not yet occurred.

An explanation of how effective the specific actions were in making progress toward the goal.

The self-rating device for PLCs indicates little growth in the components of PLC work. While some PLC teams are quite evolved in their practices, others -- especially those with team members who are not versed in PLCs -- are not. For PLC work to grow districtwide, the district needs to provide professional development and modeling in the tenets of PLC work.

In LCAP Survey 2, which invited district interest holders to provide feedback on the effectiveness of actions proposed for this section, the following action was rated as the most effective:

- Time for teachers to meet in Professional Learning Communities (PLC), 81.41% effective or highly effective

The following actions were rated as less effective:

- Training for staff in Universal Design for Learning, 59.27% effective or highly effective

- Professional development for staff in mental/physical wellness, 64.60% effective or highly effective

Finally, these actions registered a relatively large percentage of responses indicating no opinion:

- Training for staff in Universal Design for Learning, 11.50% no opinion

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2023-2024 the district and its schools need to revisit protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in all subjects, 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 and modeling will be pivotal. The district will send Teachers on Special Assignment and possibly additional teachers to a Professional Learning Communities at Work Institute in September 2023.

Universal Design for Learning remains a priority because it will support the district's efforts with inclusion of students with disabilities. The Core Management Team has planned a training in June at which it will learn about best practices for inclusion and map out an action plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	<p>We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.</p> <p>State Priorities: Priority 3 (Parental Involvement: Engagement), Priority 5 (Pupil Engagement: Engagement), Priority 6 (School Climate: Engagement), Priority 8 (Other Pupil Outcomes: Pupil Outcomes) Local Priority: OUSD Strategic Plan</p>

An explanation of why the LEA has developed this goal.

All educational partners (administrators, parents, teachers, students, community members) stated that student mental wellness is important.

In a Spring 2021 survey, 80% of parents responding indicated that "Increase Student Engagement" is a high priority. In the same survey in Spring 2020, 67% of parents responding indicated "Increase Student Engagement" is a high priority. One can speculate that school closure has increased the need for a focus on student engagement.

Teachers commented that the way the state calculates attendance (engagement) does not accurately portray student attendance or involvement in school. They noted that students with mental wellness issues might just be in a class Zoom for a few minutes and/or not feel comfortable using their video. Teachers recommend a focus on student mental wellness.

In a Fall 2020 student survey (grades 4-8) for the Single School Plans for Student Achievement, students were asked to determine if, "At my school and during distance learning, there is a teacher or other adult who really cares about me." Results varied at each school, with a range of 41-59% of students responding indicated that this sentence is "very much true".

In a Spring 2021 survey, 77% of parents who responded indicated that "maintaining a positive school climate (increase a sense of safety and school connectedness and reduce suspensions and expulsions)" is a high priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (Data from Aeries Student Information System)	<p>In the 2019-2020 school year, until school closer, the monthly average attendance rate was 95.81%.</p> <p>In the 2020-2021 school year from September - February, the monthly average "engagement: rate" was 97.08%.</p>	<p>Attendance has declined due to COVID-19, quarantining, and challenges with short-term independent study. The district attendance rate for 2021-2022 to date is 92.00%.</p>	<p>Attendance is up a bit from 2021-2022, but still lower than it was pre-COVID. The district attendance rate for 2022-2023 to date is 92.77%.</p>		<p>Monthly Average Attendance Rate of 97% or higher.</p>
Suspension Rate	<p>Student Group Suspension Information as reported by the California School Dashboard for the 2019-2020 school year (including school closure time):</p> <p>3.1% - All Students 4% - African American 0% - American Indian 0% - Asian 0% - Filipino 2.9% - Hispanic or Latino 3.7% - White 4% - Two or More Races</p>	<p>To date this school year we have the following suspension rates (182 students have been suspended):</p> <p>4.6% - All Students 5.1% - African American 6.4% - American Indian 2.9% - Asian 6.1% - Filipino 5.1% - Hispanic or Latino 4.3% - White 4.6% - Two or More Races</p>	<p>To date in the 2022-2023 school year we have the following suspension rates (170 students have been suspended):</p> <p>4.26% - All Students 22.50% - African American 4.76% - American Indian 2.50% - Asian 0.00% - Filipino 4.54% - Hispanic or Latino 5.81% - White 3.10% - Two or More Races</p>		<p>Decrease suspension rate for "All Students" group and student groups above 2% to 2% or less.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3% - English Learners 3.3% Socioeconomically Disadvantaged 17% - Foster Youth 4.5% - Homeless 4.7% - Special Education	4.5% - English Learners 7.0% Socioeconomically Disadvantaged 9.8% - Foster Youth 12.1% - Homeless 6.5% - Special Education	2.27% Declined to State 4.48% - English Learners 5.71% Socioeconomically Disadvantaged 23.08% - Foster Youth 10.58% - Homeless 9.80% - Special Education		
Expulsion Rate	No expulsions	No expulsions	No expulsions		No expulsions districtwide
Parent Survey (LCAP Survey 1)	School Communication Level Spring 2021 Parent Survey School Communication Level 33% - Excellent 48% - Good 16% - Fair 3% - Poor	School Communication Level Spring 2022 Parent Survey School Communication Level 43.6% - Excellent 44.4% - Good 8.7% - Fair 3.3% - Poor	School Communication Level Spring 2023 Parent Survey School Communication Level 48.78% - Excellent 35.98% - Good 10.98% - Fair 4.27% - Poor		90% of parents will indicate that the school communication level is Excellent/Good.
Junior High School Dropout Rate	0%	0%	No junior high school dropouts to date in 2022-2023		Maintain a junior high school drop out rate of 0%.
School Participation in Positive Behavioral Interventions and Supports (PBIS)	The following schools began implementation in the 2017-18 school year: Joe Nightingale Patterson Road	With the return of students to full-time in-person instruction this school year, schools revisited their PBIS expectations	All district schools revisited their PBIS expectations this school year, and some chose to modify their matrix of		All schools will be in full implementation of Tiers 1 & 2 of PBIS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Alice Shaw Lakeview Junior High</p> <p>The following schools began implementation in 2018-19 school year: Ralph Dunlap Pine Grove Olga Reed Orcutt Junior High School</p> <p>All school staffs have had training in Tier 1. Tier 2 has been introduced. All school staffs will need review as they return to implementation in the 2021-22 school year due to school closure.</p>	<p>(generally in an acronym) with students. Schools have focused on Tier 1 PBIS implementation for this school year.</p>	<p>expectations to reflect new realities and priorities. Schools continued to focus on Tier 1 PBIS implementation but are now asking to implement Tier 2 PBIS practices such as Check In/Check Out in 2023-2024.</p>		
Physical Fitness Test - Healthy Fitness Zone (HFZ)	<p>2018-19 Percent of Students in HFZ Grade 5 54.7% - Aerobic Capacity 60.7% - Body Composition 81.3% - Abdominal Strength 93.8% - Trunk Extension Strength</p>	<p>State fitness testing was administered this spring, but the body composition requirement was removed and the reporting of student performance using the Healthy Fitness Zones is not required. The focus of state fitness</p>	<p>The state has not released data from 2022 state fitness testing. The focus of the testing is now on student participation.</p>		<p>The percent of students scoring in the HFz will increase by 4% (or to 80%) for all areas below 80%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	65.1% - Upper Body Strength 52.4% - Flexibility Grade 7 61.2% - Aerobic Capacity 63% - Body Composition 78.6% - Abdominal Strength 76% - Trunk Extension Strength 63% - Upper Body Strength 68.1% - Flexibility	testing results will be student participation.			
Chronic Absenteeism	2018-19 Chronic Absenteeism Rate 9.3% - All Students 7% - English Learners 21.6% - Foster Youth 26.8% - Homeless 13.5% Socioeconomically Disadvantaged 14.4% - SWDs	2021-2022 Chronic Absenteeism Rate 27.52% - All Students 26.2% - English Learners 24.4% - Foster Youth 43.4% - Homeless 35.4% Socioeconomically Disadvantaged 39.8% - SWDs	2022-2023 Chronic Absenteeism Rate (as of May 2, 2023) 20.60% - All Students 15.90% - English Learners 28.90% - Foster Youth 25.50% - Homeless 25.10% Socioeconomically Disadvantaged 28.40% - SWDs		Chronic Absenteeism will decrease by 4% for "All" students and each student group.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Art/Music Provided to Students While Teachers Are Implementing Math Intervention (Action modified for 2023-2024)	Every student in grades K-6 will receive weekly classroom music instruction with a credentialed music teacher. This time will be coordinated with visual arts instruction and physical education to allow teachers to implement math intervention that could include reteaching, frontloading, individual tutoring, and/or an evidence-based intervention program. Every six weeks, this time will be devoted to a Professional Learning Community meeting in which teachers can assess student progress and plan best next steps. Professional development for music teachers will be available. The Orcutt Children's Arts Foundation will assist with funding for the art program. Providing this math intervention time will contribute to improved academic outcomes for at-risk students, who include homeless, foster, English Learners, and low-income students.	\$433,174.00	Yes
4.2	Counseling Services	Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services to target the needs of English Learners, foster/homeless youth, and low-income students.	\$448,042.28	Yes
4.3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	PBIS implementation and training for each school will continue. Funds will be used for substitute teachers for attendance at PBIS training as well as the contract with Cal Tac to provide PBIS training. The goal of PBIS is to reduce suspensions and to increase attendance. Attendance and suspension data of at-risk students (ELs, foster, homeless, low-income, and students with disabilities) will be closely monitored. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-risk student groups: EL, foster, homeless, low income, and Special Education).	\$58,746.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Focus on Attendance Data	With the direction and support of the district Educational Services Department, schools will collect and analyze attendance data monthly with a focus on at-promise student groups (low income, foster, homeless, English learners, and students with special needs). School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) attendance incentive opportunities for individual students (again, with an emphasis on at-promise student groups: foster, homeless, English learners, low income, and students with special needs).	\$0.00	Yes
4.5	Focus on Positive Behavior/Suspension /Expulsion Data	Under the direction and with the support of the district Educational Services Department, schools will collect and analyze suspension and expulsion data monthly with a priority focus on at-promise student groups (English learners, foster, homeless, special education, low income students). School leadership teams will analyze this data at least monthly to evaluate and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-promise student groups: English learners, foster, homeless, low income, and students with special needs).	\$0.00	Yes
4.6	Provide Credentialed PE Teachers for TK-6 Students	Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-6. Class sizes larger than 50 students will receive support from a PE Classified Instructional Assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-promise students (English learners, foster, homeless, low-income). The PE program also will support math intervention (see comment for 4.1).	\$628,747.84	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Parent Square Home/School Communication Platform	Continue district/teacher/parent access to Parent Square.	\$42,000.00	Yes
4.8	Enrichment Opportunities (Action modified for 2023-2024)	Implementation of enrichment activities for students that provide new experiences, teach new skills, and contribute to social/emotional health. As possible, these activities also can incorporate creativity, critical thinking, collaboration, and communication. Activities to be planned in 2023-2024 include the district's swim lesson program for fourth graders, makerspace activities based in school libraries, and field trips. These experiences are important for all students, but especially important for at-risk students: foster, homeless, English Learners, low-income, and students with disabilities.	\$325,704.22	Yes
4.9	Social/Emotional Learning Curriculum	Under the direction and with the support of the Educational Services Department, the Social, Emotional, and Ethical (SEE) Learning will be implemented as the district's curriculum for social/emotional learning. Teachers are being asked to deliver one SEE Learning lesson per month in 2023-2024. A team of three district educators has completed a yearlong SEE Learning facilitator certification course and will be on hand to guide implementation. School leadership teams will be able to provide input on implementation during the course of the school year. Funds will be spent on staff training, programs, release time, and materials.	\$50,000.00	Yes
4.10	Social Worker (Action discontinued for 2022-2023)	A social worker will be added to the OUSD staff to target and meet the needs of students in at-risk groups (special education, homeless, foster, low-income, and English Learners). (An additional elementary counselor was funded instead of a social worker. The position was not paid for out of LCAP funds. See note later in this section.)		No

Action #	Title	Description	Total Funds	Contributing
4.11	Vice Principal	A vice principal will be on site at four Title I schools an additional day (supplemental to the number of days provided at non-Title I schools) to coordinate services to target the needs of English learners, foster/homeless youth, and low income students, and to work with the parents of these at-risk students to support academic and behavioral needs.	\$30,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were faithful to the action plan as written with the following elaborations:

- 4.3 Implementation of Positive Behavioral Interventions and Supports (PBIS). Implementation of PBIS has largely remained at Tier 1 level this school year. Most schools have been logging discipline referrals on the EduClimber data management program, but more can be done to systematize this in 2023-2024.
- 4.4 Focus on Attendance Data. Attendance data became part of a new data dashboard established for site administrators. This dashboard became the foundation for Principal Professional Learning Community (PLC) meetings held monthly throughout the year.
- 4.8 Enrichment Opportunities. As written last year, enrichment opportunities were to be embedded in schools' master schedules, and this did not occur in 2022-2023. We have changed the writing of this action for 2023-2024 so it now is about supporting special learning opportunities such as field trips, our fourth-grade swim lesson program, and more.
- 4.9 Social/Emotional Learning Curriculum. During the school year, we had three district educators take a SEE Learning facilitator certification course. Some teachers also did some piloting of SEE Learning. The program was adopted by our school board in May, and we stand ready to implement it fully in 2023-2024.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 4.1 Art/Music Provided to Students While Teachers Are in PLC Meetings, \$310,000 in estimated actual expenditures, \$58,177 less than budgeted. Expenses for elementary visual arts and music instruction have come in lower than anticipated.
- 4.2 Counseling Services, \$410,000 in estimated actual expenditures, \$47,086 more than budgeted expenditures. A salary increase for certificated personnel (including counselors) resulted in expenditures that exceeded what had been anticipated.

- 4.3 Implementation of Positive Behavioral Interventions and Supports (PBIS), \$1,000 in estimated actual expenditures, \$57,746 less than budgeted. Sites have made few requests for LCAP support with PBIS implementation; expenses for PBIS incentives, signage, etc. have come out of other budget sources.
- 4.6 Provide Credentialed P.E. Teachers for TK-6 Students, \$614,000 in estimated actual expenditures, \$58,255 more than budgeted. A salary increase for certificated personnel (including P.E. teachers) resulted in expenditures that exceeded what had been anticipated.
- 4.7 Parent Square Home/School Communication Platform, \$19,975 in estimated actual expenditures, \$22,025 less than budgeted. The district's renewal for Parent Square and associated professional development came in lower than anticipated.
- 4.8 Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.), no expenditures, \$40,000 less than budgeted. Makerspace expenditures have come out of other budget sources. Enrichment opportunities have not yet been integrated into school master schedules. The Orcutt Children's Arts Foundation funded a spring play that was an opportunity in theatre arts for elementary and junior high school students.
- 4.9 Social/Emotional Learning Curriculum, no expenditures, \$50,000 less than budgeted. Three staff participated in a yearlong SEE Learning facilitator certification course, and most teachers and administrators took a SEE Learning orientation course on the district's March 20 professional development day. The expenses needed for in-depth professional development in SEE Learning have not yet been incurred, however. Now that the district has adopted SEE Learning as a social/emotional learning curriculum, it can plan districtwide implementation in 2023-2024.
- 4.11 Vice-Principal, no expenditures, \$30,000 less than budgeted. Other budget sources (Title I) were utilized to fund this position.

An explanation of how effective the specific actions were in making progress toward the goal.

Attendance has not rebounded to pre-pandemic levels, as the overall district attendance rate to date is 92.77% and 20.60% of students have been chronically absent. Despite efforts with attendance communication, incentives, and accountability, more work needs to be done to increase student attendance and reduce chronic absenteeism.

The suspension rate, while down a touch from 2021-2022, remains high (4.26% overall), and notably above pre-pandemic levels. The suspension rate is especially high among foster youth (23.08%), students experiencing homelessness (10.58%), and students with disabilities (9.80%). Suspensions are more acute at the junior highs, as 95 of the 170 suspensions to date have occurred at Lakeview and Orcutt. All of this underscores the need to continue working to promote, incentivize, and hold students accountable for positive behaviors.

Counseling services are critically important to have available for students. Schools have seen more students who need social/emotional support. All schools report an increased incidence of mental health issues among students, and counselors districtwide are in high demand. As an additional support to students, the district this school year began a collaboration with the Santa Barbara County Education Office on a Mental Health Student Services Act-funded program to provide students access to a community navigator. The community navigator was based at Orcutt Academy High School but was available to all schools to help the families of students with mental health issues access community-based care.

Parent Square is a hugely successful platform for school-home communication. It allows schools to send text alerts, set up special groups for communication, and conduct two-way communication with parents, including parents with home languages other than English. It is hard to imagine how our district and schools were able to accomplish school-home communication without it.

Educational partners express that art and music instruction are a valued part of the OUSD educational program and physical education an important outlet for students. The Orcutt Children's Arts Foundation is regaining momentum lost during the pandemic and stands ready to support district initiatives in the arts. This spring, OCAF took over the district's spring play for elementary and junior high school students and staged a one-act comedy, "Goldilocks on Trial."

In LCAP Survey 2, which invited district interest holders to provide feedback on the effectiveness of actions proposed for this section, the following actions were rated as the most effective:

- Counseling services for students, 86.72% effective or highly effective
- Music and art instruction for grades K-6, 84.07% effective or highly effective
- Credentialed physical education teachers for grades TK-6, 83.18% effective or highly effective
- Communication and accountability re student attendance, 79.65% effective or highly effective
- Vice-principal support at identified schools, 78.57% effective or highly effective
- Community liaison support for identified families, 77.87% effective or highly effective

The following actions were rated as less effective:

- Social/emotional learning (SEL) curriculum, 61.06% effective or highly effective
- Implementation of Positive Behavioral Interventions and Supports (PBIS), 64.60% effective or highly effective

Finally, these actions registered relatively large percentages of responses indicating no opinion:

- Vice-principal support at identified schools, 10.71% no opinion
- Community liaison support for identified families, 7.96% no opinion

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In a school district that depends on maximal Average Daily Attendance (ADA) for funding, attendance needs to remain a priority in 2023-2024. Principals are developing a plan for improving attendance that includes two-way communication with students and families, incentives for positive attendance, processes such as truancy notification and SARB, and efforts to help students and families overcome barriers to attendance.

Continued work needs to be done to reduce severe behavior and suspensions. The junior high schools are looking to partner with Fighting Back Santa Maria Valley on "Respect Day" events early in 2023-2024 that will involve students in re-envisioning their school culture and

developing an action plan. The principle of "Respect Day" is that positive change is more likely when a substantial number of students are committed to it.

The district has added community liaison support, so this will help with family engagement. Liaisons are scheduling more on-campus availability so they can expand support given to students and families.

We opted to add funding to Action 4.8 Enrichment Opportunities for 2023-2024 in order to provide more support for field trips and special learning experiences such as the fourth-grade swim lesson program, sixth-grade Outdoor School, and others.

SEE Learning has been adopted as the district's social/emotional learning curriculum and will be implemented in 2023-2024.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,776,975	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.40%	1.15%	\$447,478.84	10.55%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points and addressed by the following planned actions:

- CAASPP E/LA and math results/California School Dashboard: Actions 1, 3, 4, 5, 6, 9, 10, 13
- English Learner progress on ELPAC: Actions 1, 4, 9
- English Learner redesignation rate: Actions 1, 9
- NWEA reading and math results: Actions 1, 3, 4, 5, 6, 9, 10, 13

Action 1 (TOSAs) TOSAs will instruct and support teachers in the implementation of MTSS, targeted intervention, and implementation of Tier 1 and Tier 2 instruction. TOSAs will provide support for identification and training in effect, research-based interventions for at-risk students (English learners, foster youth, homeless and low-income students). *Teacher and administrators report that TOSAs are very valuable in supporting teachers in their delivery of Tier 1 and Tier 2 curriculum. These educational partners also report that the TOSAs' focus on intervention is essential. Their leadership in monitoring data and the fidelity of the intervention programs is essential.

Action 3 (MTSS) Student screening and assessment data will be analyzed specific to at-promise students (foster, homeless, English learners, and low-income students). *Teachers and administrators report that screening and monitoring progress of students within MTSS is essential in being able to know if every student is making progress. Research shows that implementation of MTSS results in student academic growth.

Action 4 (PLCs) PLC meetings will focus on the needs of at-promise students (foster, homeless, English learners and low-income students). *Research shows that if teachers closely follow the PLC process, students will make progress.

Action 5 (Intervention) Priority for targeted support through on-site intervention will be given to students in the at-promise groups (homeless, foster, English learners and low income). *Teachers and administrators shared that our research-based SIPPS reading intervention program is successful in helping students learn to read.

Action 6 (Professional Consulting, Support Programs) Providing strategies in supporting at-promise students (English learners, foster, homeless, and low income) will be the main focus of consultants and support programs.

Action 9 (Executive Director of Curriculum & Instruction) The executive director will gather and monitor school site and district data to ensure that at-promise students, especially English Learners, foster and homeless youth, and low-income students are receiving needed interventions and are making adequate progress. The Director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically English Learners, foster youth, homeless youth, and low-income students. *Research shows that implementation of MTSS results in student academic growth.

Action 10 (Summer Sessions) Students in at-promise groups (homeless, foster, English learner, low-income) will be given priority enrollment.

Action 13 (Program Specialist) The Program Specialist will focus on the academic and social-emotional needs of our at-promise students (English learners, homeless, foster, students with special needs, and low income students). This person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to address behavioral and social/emotional needs of our at promise students (English learners, homeless, foster, students with special needs, and low-income students).

Goal 2: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points and addressed by the following planned actions:

- Number of schools participating in FIRST Lego League: Action 2
- Number of schools/grade levels included in e-sports: Action 2

- District SAMR Survey: Actions 3, 4, 5
- Number of digital citizenship lessons completed: Action 3
- Number of CTE Career Exploration course offered to junior high school students: Action 1

Action 1 (Future Ready Course Offerings) Equitable course access will be available for at-promise students (homeless, foster, English learner, low-income).

Action 2 (Future Ready Enrichment) Equitable access to enrichment opportunities will be available for at-promise students (homeless, foster, English learner, low-income). *Parents and teachers commented that it is important to give equal access to students in at-promise groups.

Action 3 (Professional Development in Integration of Technology) Priority of professional development topics will be those that focus on the needs of at-promise students (foster, homeless, English learner, low income).

Goal 3: 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.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points and addressed by the following planned actions:

- Frequency and number of PLC meetings: Action 1
- PLC Self-Rating Device: Action 1

Action 1 (Restructuring Instructional Time) The focus is data collection and analysis. The priority of the focus is on data of students in at-promise groups (homeless, foster, English learner, and low income).

Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points and addressed by the following planned actions:

- Attendance rate: Actions 1, 3, 4, 8, 11
- Chronic absenteeism rate: Actions 1, 3, 4, 8, 11
- Suspension rate: Actions 2, 3, 5, 9, 11
- School participation in PBIS: Actions 3, 11

Action 1 (Art/Music Provided to Students While Teachers Are Implementing Math Intervention) Providing mathematics intervention will contribute to improved academic outcomes for students in at-risk groups (homeless, foster, English learners, and low-income students). *Research shows that providing students art and music instruction increases their understanding of academic instruction.

Action 2 (Counseling Services) Priority for services will target the needs of students in at-risk groups (foster, homeless, low-income, and English learner). *Results of the California Healthy Kids Survey in 2018 and 2020 for junior high students show positive results that include an increase in “Caring adult relationships” from 58% to 70% and “High expectations-adults in school” from 74% to 79%. From the carryover, additional supports will be provided to students for social and emotional support through additional services and counseling.

Action 3 (Implementation of PBIS) The priority of data analysis of reduction of suspensions and increased attendance is for students in at-risk groups (foster, homeless, low-income, and English learner). *PBIS is a researched based program that improves the social emotional environment of the school and reduces suspensions and expulsions. Also, teachers note that they feel that PBIS strategies such as Check-Ins are very helpful for their students with behavior issues.

Action 4 (Focus on Attendance Data) The priority of data analysis of increased attendance is for students in at-risk groups (foster, homeless, low income and English learner).

Action 5 (Focus on Positive Behavior/Suspension/Expulsion Data) The priority of data analysis of improved behavior skills and reduced suspensions is for students in at-risk groups (foster, homeless, low income, and English learner).

Action 8 (Enrichment Opportunities) Special learning opportunities and field trips will be planned that prioritize the needs of students such as those in at-risk groups (foster, homeless, low income, and English learner) who otherwise would not be able to experience them. Additional carryover will be used for field trips and other local enrichment opportunities.

Action 9 (Social/Emotional Learning) The priority of focus for the implementation of SEE Learning as a social/emotional curriculum will be the needs of students in at-risk groups (foster, homeless, low income, and English learner).

Action 11 (Vice-Principal) The focus of the job of the vice-principal will be to target and focus on the needs of students in at-risk groups (foster, low income, homeless and English learner).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Supplemental Local Control Funding Formula Funds for the 2023-2024 school year are calculated based on the unduplicated pupil count.

OUSD will offer a variety of programs and supports specifically for unduplicated pupils [English learners, foster youth, low income pupils, and re-designated English learners (Fluent English Proficient)]. These include Teachers on Special Assignment (TOSA) who will focus on content instruction at every school site including English language development. Additional support for English Learners will include bilingual community liaisons/support staff. Other programs and supports include technology specifically targeting access to computers and the internet, access to devices and/or internet outside of the school day, counseling/mental health support for students, resources provided by a social worker, data collection for targeted instruction and progress monitoring, intervention programs, foster youth individual/small group tutoring, positive attendance support, and positive behavior intervention support. OUSD is continuing to research and pilot effective Multi-Tiered Systems of Support (MTSS) strategies for both academic achievement and behavior as it moves forward with implementing MTSS district-wide. As part of this, the Teachers on Special Assignment (TOSAs) will work closely with the site administration and leadership teams to identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged. Services will be coordinated and student progress monitored by the Executive Director of Educational Services.

The district will offer additional instruction with specialists in the areas of music, physical education, and art/makerspace (reported below) which will enable teachers to flexibly group their students and reduce class size thereby allowing for small group and individual instruction for at-risk students (English learners, homeless, foster, low income) along with focused collaboration time through Professional Learning Communities across the grade level once a week to plan intervention groups, English Language Development instruction, focus folders, discuss student data, group students, and discuss PDSA (Plan Do Study Act) forms based on student learning data.

The following instructional strategies/methodologies will be used to increase or improve services for all students based on research based best practices:

- Release time for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English Learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs, and additional duties outside of the school day for PLC team/leadership team members
- Weekly classroom music instruction for all students in grades K-6. Research shows music education prepares students to learn, facilitates student academic achievement and develops the creative capacities for lifelong success. Music facilitates learning in other subjects and enhances skills that children inevitably use in other areas. It is found to have a positive effect on language development, an increased IQ, spatial-temporal skills, and overall the brain works harder when learning the skills required for music (Cutietta, Hamann, Walker, 1995 & Rauscher, 1996).
- Elementary Physical Education instruction from a Credentialed PE teacher with the support of a trained classified instructional assistant (as needed due to class size). The physically active child is more likely to be academically motivated, alert, and successful. In the primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem solving competencies (The National Association for Sport and Physical Education (NASPE). Every student in grades K-6 will receive instruction in music and physical education, but also this time will be utilized for small group

instruction to target needed skills, assess student progress with progress monitoring and benchmark assessments requiring small group or individual administration, and for teachers to collaborate with lesson design for intervention instruction.

- Implement a 21st Century school-home communication platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The Orcutt Union School District does not receive concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,237,453.84	\$1,042,259.00		\$666,462.00	\$5,946,174.84	\$4,846,288.62	\$1,099,886.22

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher on Special Assignment (TOSA) Support	English Learners Foster Youth Low Income	\$557,387.23			\$263,121.00	\$820,508.23
1	1.2	Standards-Based Materials	All		\$37,000.00			\$37,000.00
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	English Learners Foster Youth Low Income	\$83,980.00				\$83,980.00
1	1.4	Professional Learning Communities (PLC)	English Learners Foster Youth Low Income	\$101,296.00				\$101,296.00
1	1.5	On-Site Intervention	English Learners Foster Youth Low Income	\$463,252.62				\$463,252.62
1	1.6	Professional Consulting, Support Programs	English Learners Foster Youth Low Income				\$60,000.00	\$60,000.00
1	1.7	English Language Development (ELD) Support	English Learners	\$185,597.00				\$185,597.00
1	1.8	Extra Support for Foster/Homeless Students	Foster Youth	\$13,000.00				\$13,000.00
1	1.9	Executive Director of Curriculum & Instruction	English Learners Foster Youth	\$215,400.00				\$215,400.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Implementation of Summer Extended Learning Opportunities (Action modified for 2023-2024)	English Learners Foster Youth Low Income		\$470,000.00			\$470,000.00
1	1.11	Extended Learning Opportunities - Instructional Assistants in kindergarten	English Learners Foster Youth Low Income		\$26,000.00		\$259,894.00	\$285,894.00
1	1.12	Implementation of Full Day Kindergarten	All	\$0.00				\$0.00
1	1.13	Program Specialist	English Learners Foster Youth Low Income	\$58,421.75			\$43,447.00	\$101,868.75
2	2.1	CTE Programming	English Learners Foster Youth Low Income		\$0.00			\$0.00
2	2.2	Focus on Future Ready Enrichment Opportunities	English Learners Foster Youth Low Income	\$0.00				\$0.00
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	English Learners Foster Youth Low Income		\$59,259.00			\$59,259.00
2	2.4	Technology Devices for Students	All		\$400,000.00			\$400,000.00
2	2.5	Creative Learning Environments	All	\$0.00				\$0.00
3	3.1	Restructuring Instructional Time	English Learners Foster Youth Low Income	\$622,704.90				\$622,704.90
3	3.2	Professional Development in	English Learners Foster Youth				\$10,000.00	\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Universal Design for Learning	Low Income					
4	4.1	Art/Music Provided to Students While Teachers Are Implementing Math Intervention (Action modified for 2023-2024)	English Learners Foster Youth Low Income	\$433,174.00				\$433,174.00
4	4.2	Counseling Services	English Learners Foster Youth Low Income	\$448,042.28				\$448,042.28
4	4.3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	\$58,746.00				\$58,746.00
4	4.4	Focus on Attendance Data	English Learners Foster Youth Low Income	\$0.00				\$0.00
4	4.5	Focus on Positive Behavior/Suspension/Expulsion Data	English Learners Foster Youth Low Income	\$0.00				\$0.00
4	4.6	Provide Credentialed PE Teachers for TK-6 Students	English Learners Foster Youth Low Income	\$628,747.84				\$628,747.84
4	4.7	Parent Square Home/School Communication Platform	English Learners Foster Youth Low Income	\$42,000.00				\$42,000.00
4	4.8	Enrichment Opportunities (Action modified for 2023-2024)	English Learners Foster Youth Low Income	\$325,704.22				\$325,704.22
4	4.9	Social/Emotional Learning Curriculum	English Learners Foster Youth Low Income		\$50,000.00			\$50,000.00
4	4.10	Social Worker	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Action discontinued for 2022-2023)						
4	4.11	Vice Principal	English Learners Foster Youth Low Income	\$0.00			\$30,000.00	\$30,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$40,172,047	\$3,776,975	9.40%	1.15%	10.55%	\$4,237,453.84	0.00%	10.55 %	Total:	\$4,237,453.84
								LEA-wide Total:	\$4,237,453.84
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$557,387.23	
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,980.00	
1	1.4	Professional Learning Communities (PLC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,296.00	
1	1.5	On-Site Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$463,252.62	
1	1.6	Professional Consulting, Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.7	English Language Development (ELD) Support	Yes	LEA-wide	English Learners	All Schools	\$185,597.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Extra Support for Foster/Homeless Students	Yes	LEA-wide	Foster Youth	All Schools	\$13,000.00	
1	1.9	Executive Director of Curriculum & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,400.00	
1	1.10	Implementation of Summer Extended Learning Opportunities (Action modified for 2023-2024)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.11	Extended Learning Opportunities - Instructional Assistants in kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Patterson Road, Joe Nightingale, Alice Shaw, Pine Grove, Ralph Dunlap, Olga Reed Kindergarten		
1	1.13	Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income		\$58,421.75	
2	2.1	CTE Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Restructuring Instructional Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$622,704.90	
3	3.2	Professional Development in Universal Design for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Art/Music Provided to Students While Teachers Are Implementing Math Intervention (Action modified for 2023-2024)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$433,174.00	
4	4.2	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$448,042.28	
4	4.3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,746.00	
4	4.4	Focus on Attendance Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.5	Focus on Positive Behavior/Suspension/Expulsion Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.6	Provide Credentialed PE Teachers for TK-6 Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$628,747.84	
4	4.7	Parent Square Home/School Communication Platform	Yes	LEA-wide	English Learners Foster Youth Low Income		\$42,000.00	
4	4.8	Enrichment Opportunities (Action modified for 2023-2024)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325,704.22	
4	4.9	Social/Emotional Learning Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.11	Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeview, Nightingale, Shaw, Patterson Road	\$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,245,159.00	\$4,942,894.85

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	\$467,042.00	385,950.00
1	1.2	Standards-Based Materials	No Yes	\$37,000.00	64,101.00
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	\$83,980.00	43,446.38
1	1.4	Professional Learning Communities (PLC)	Yes	\$101,296.00	81,349.00
1	1.5	On-Site Intervention	Yes	\$550,643.00	573,115.88
1	1.6	Professional Consulting, Support Programs	Yes	\$60,000.00	54,000
1	1.7	English Language Development (ELD) Support	Yes	\$185,597.00	259,273.63
1	1.8	Extra Support for Foster/Homeless Students	Yes	\$13,000.00	0.00
1	1.9	Executive Director of Curriculum & Instruction	Yes	\$180,000.00	215,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes	\$470,000.00	470,000
1	1.11	Extended Learning Opportunities - Instructional Assistants in kindergarten	No Yes	\$285,894.00	\$249,768.00
1	1.12	Implementation of Full Day Kindergarten	No Yes	\$0.00	0.00
1	1.13	Program Specialist	Yes	\$126,112.00	\$150,188
2	2.1	CTE Programming	No Yes	\$68,000.00	178,443
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	0.00	0.00
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	\$59,259.00	0.00
2	2.4	Technology Devices for Students	No Yes	\$400,000.00	214,924
2	2.5	Creative Learning Environments	No Yes	\$0.00	0.00
3	3.1	Restructuring Instructional Time	Yes	\$644,754.00	622,705

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Professional Development in Universal Design for Learning	Yes	\$5,000.00	4,544.00
4	4.1	Art/Music Provided to Students While Teachers Are in PLC Meetings	Yes	\$368,177.00	315,162.68
4	4.2	Counseling Services	Yes	\$362,914.00	405,551.28
4	4.3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	Yes	\$58,746.00	600.00
4	4.4	Focus on Attendance Data	Yes	\$0.00	0.00
4	4.5	Focus on Positive Behavior/Suspension/Expulsion Data	Yes	\$0.00	0.00
4	4.6	Provide Credentialed PE Teachers for TK-6 Students	Yes	\$555,745.00	613,872
4	4.7	Parent Square Home/School Communication Platform	Yes	\$42,000.00	19,975.00
4	4.8	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	\$40,000.00	20,526.00
4	4.9	Social/Emotional Focus	Yes	\$50,000.00	0.00
4	4.10	Social Worker (Action discontinued for 2022-2023)	No Yes	0.00	0.00
4	4.11	Vice Principal	Yes	\$30,000.00	0.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,547,446	\$3,473,438.00	\$3,318,319.54	\$155,118.46	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	\$203,921.00	\$169,951.13		
1	1.2	Standards-Based Materials	Yes	0.00	\$17,884.72		
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	\$83,980.00	\$43,446.38		
1	1.4	Professional Learning Communities (PLC)	Yes	\$101,296.00	\$81,349.00	0	0
1	1.5	On-Site Intervention	Yes	\$550,643.00	\$573,115.88	0	0
1	1.6	Professional Consulting, Support Programs	Yes	0.00	0.00	0	0
1	1.7	English Language Development (ELD) Support	Yes	\$185,597.00	\$259,273.63	0	0
1	1.8	Extra Support for Foster/Homeless Students	Yes	\$13,000.00	\$0.00		
1	1.9	Executive Director of Curriculum & Instruction	Yes	\$180,000.00	\$215,400	0	0
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes	0.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Extended Learning Opportunities - Instructional Assistants in kindergarten	Yes	0.00	0.00		
1	1.12	Implementation of Full Day Kindergarten	Yes	\$0.00	0.00		
1	1.13	Program Specialist	Yes	\$82,665.00	0.00	0	0
2	2.1	CTE Programming	Yes	0.00	0.00		
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	0.00	0.00		
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	0.00	0.00		
2	2.4	Technology Devices for Students	Yes	0.00	0.00		
2	2.5	Creative Learning Environments	Yes	\$0.00	0.00		
3	3.1	Restructuring Instructional Time	Yes	\$644,754.00	\$622,705.00	0	0
3	3.2	Professional Development in Universal Design for Learning	Yes	0.00	0.00	0	0
4	4.1	Art/Music Provided to Students While Teachers Are in PLC Meetings	Yes	\$368,177.00	\$315,162.68	0	0
4	4.2	Counseling Services	Yes	\$362,914.00	\$405,551.28	0	0
4	4.3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	Yes	\$58,746.00	\$600.00	0	0
4	4.4	Focus on Attendance Data	Yes	\$0.00	\$0.00		
4	4.5	Focus on Positive Behavior/Suspension/Expulsion Data	Yes	\$0.00	\$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.6	Provide Credentialed PE Teachers for TK-6 Students	Yes	\$555,745.00	\$613,871.84	0	0
4	4.7	Parent Square Home/School Communication Platform	Yes	\$42,000.00	0.00	0	0
4	4.8	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	\$40,000.00	8.000	0	0
4	4.9	Social/Emotional Focus	Yes	0.00	\$0.00		
4	4.10	Social Worker (Action discontinued for 2022-2023)	Yes	0.00	0.00		
4	4.11	Vice Principal	Yes	\$0.00	\$0.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$38,991,496	3,547,446	.56%	9.66%	\$3,318,319.54	0.00%	8.51%	\$447,478.84	1.15%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orcutt Academy Charter

CDS Code: 42692600116434

School Year: 2023-24

LEA contact information:

Joseph Dana

Assistant Superintendent, Educational Services

jdana@orcutt-schools.net

805-938-8934

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

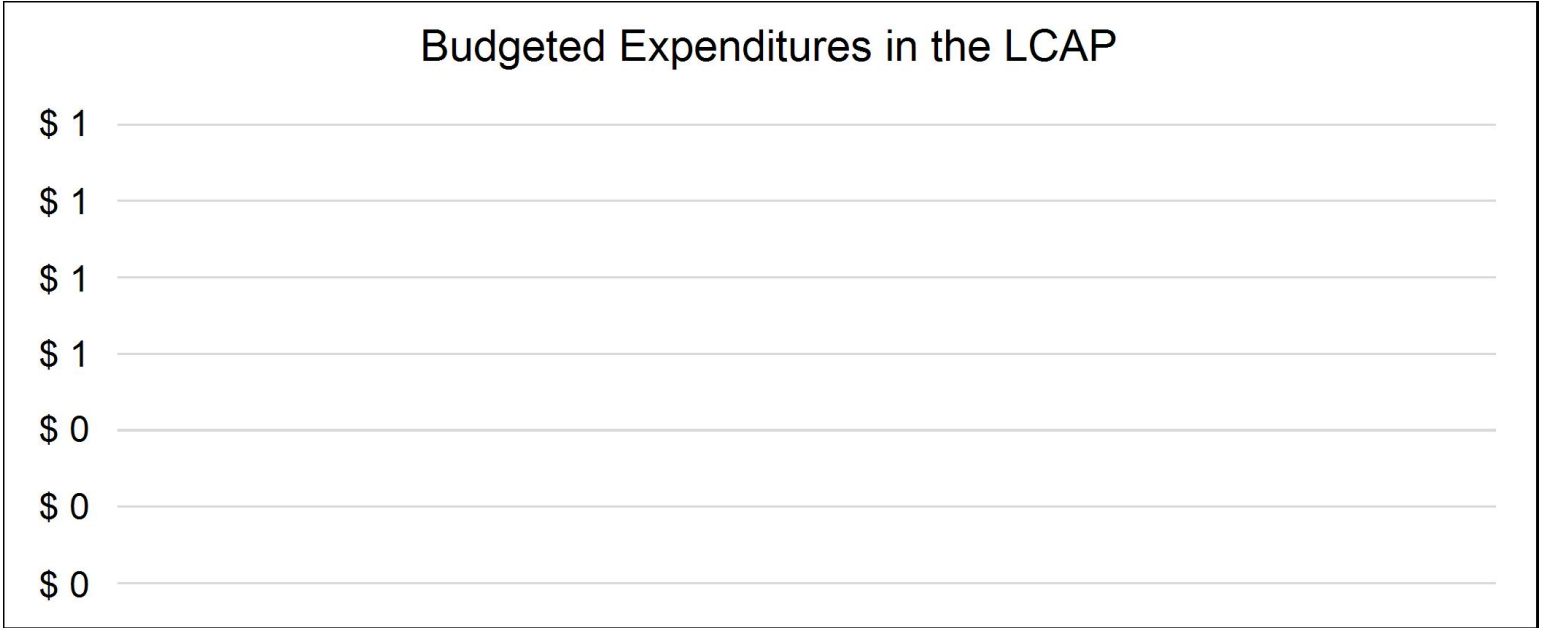
Total LCFF funds
\$0
0 %

This chart shows the total general purpose revenue Orcutt Academy Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orcutt Academy Charter is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orcutt Academy Charter plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

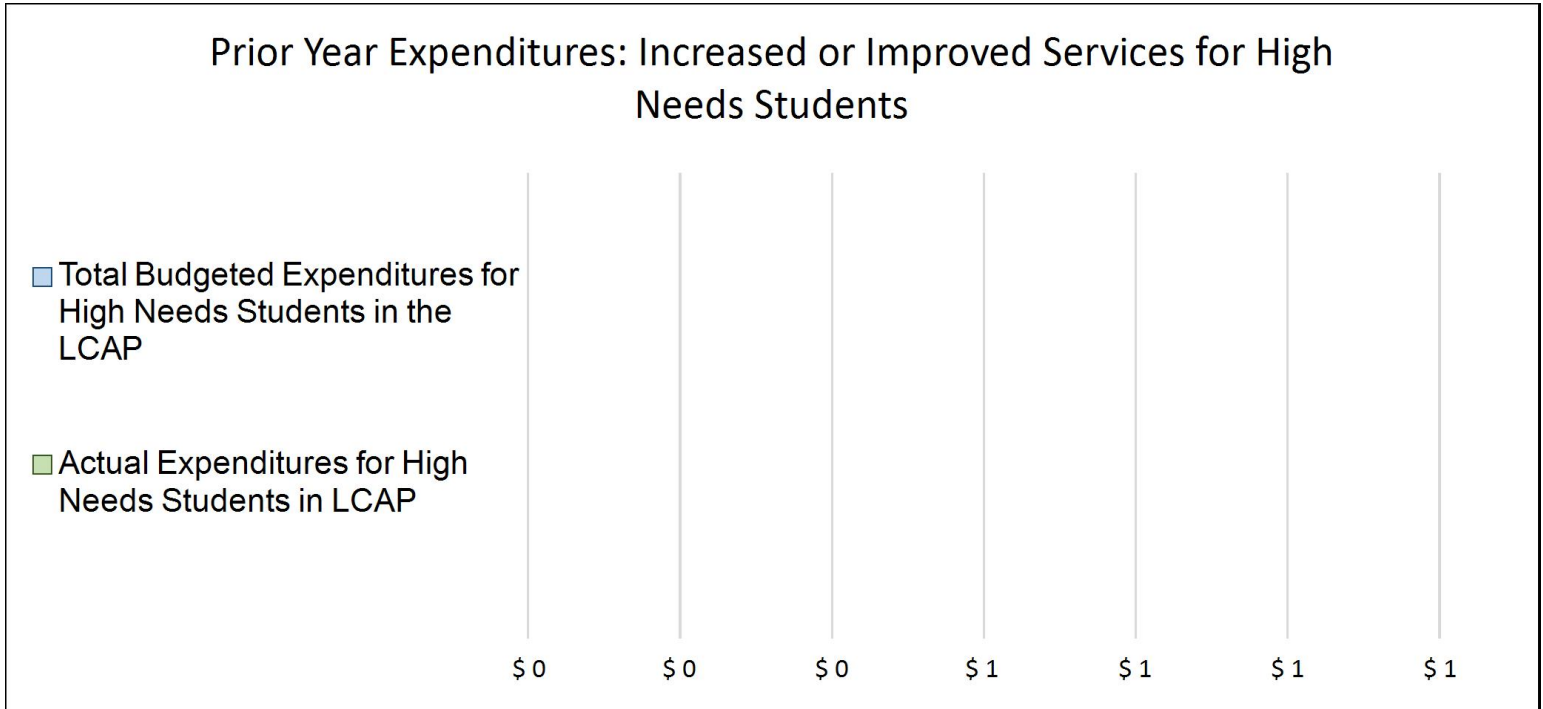
The text description of the above chart is as follows: Orcutt Academy Charter plans to spend \$ for the 2023-24 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Orcutt Academy Charter is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Orcutt Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Orcutt Academy Charter plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Orcutt Academy Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orcutt Academy Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Orcutt Academy Charter's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Orcutt Academy Charter actually spent \$ for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orcutt Academy Charter	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District, and functions with dependence on the governance and administration of the district. The Orcutt Academy operates under its own distinct County/District/School (CDS) number and designated Charter Number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts. The Orcutt Academy uses thematic learning strategies in grades TK-8 that transition to a college preparatory focus and Advanced Placement and concurrent college enrollment opportunities at Orcutt Academy High School. The current school year is OA's 15th year of operation.

The Academy has been successful on many levels. It has solid student assessment results, strong enrollment interest from students and families, and a six-year accreditation term from the Western Association of Schools and Colleges (WASC). In Fall 2013, the Orcutt Union School District Board of Trustees received a California School Boards Association Golden Bell Award for its leadership and initiative in envisioning, launching, and operating Orcutt Academy High School (OAHS). In Spring 2015 and again in Spring 2017, Orcutt Academy High School achieved a "Silver" rating from U.S. News & World Report, distinguishing it as one of the top high schools in the nation. In Spring 2018, the Orcutt Academy's charter was renewed for the second time by the Orcutt Union School District Board of Trustees. Last spring

OAHS learned that the University of California a-g completion percentage of its Class of 2021 -- 73.9% -- led all school districts and charter schools in Santa Barbara and San Luis Obispo counties.

Unlike other schools in the Orcutt Union School District, the Orcutt Academy must recruit every student. This has created a business model that puts customer satisfaction in the forefront, with the success and survival of the Orcutt Academy depending on positive reviews from students, parents, and the community. The entire staff, TK-12, has embraced this concept, as demonstrated by the positive feedback on school climate surveys from all stakeholders and continuing interest in enrollment.

Enrollment for 2022-2023 for transitional kindergarten through 12th grade at OA is 768. Enrollment has declined from 871 students in 2020-2021, and that is due to the removal of the district's independent study program from the umbrella of Orcutt Academy. The program has become an individual district school entitled the Orcutt School for Independent Study.

Students attending the Orcutt Academy come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school for 2022-2023 is 41.80% White, 41.54% Hispanic or Latino, 8.07% Two or More Races, 2.08% Filipino, 2.08% Asian, 1.82% African American, 0.39% Pacific Islander, 0.39% American Indian or Alaska Native, and 1.82% Not Reported. Subgroup composition includes 25.91% Socioeconomically Disadvantaged, 7.81% Students with Disabilities, 2.86% English Learners, 0.65% Foster Youth, and 0.65% Homeless Youth.

The mission statement of the Orcutt Academy:

- The mission of the Orcutt Academy is to create a learning community which values the application of academic learning in the “real world” while promoting Intercultural understanding and respect for others. The creation of new knowledge is encouraged and expected, thereby equipping graduates for successful academic and workforce experiences as lifelong learners.

The Orcutt Academy’s Schoolwide Learner Outcomes (SLOs):

- Generate strong relationships. OA students will capitalize on a nurturing, inclusive environment to build strong relationships with each other and with staff.
- Refine academic and life skills. OA students will develop and apply academic and life skills. OA will provide high academic expectations and rigor while also providing timely interventions to ensure the success of all students.
- Exhibit a plan for the future. OA will prepare its students for college and career success. Students will graduate with a plan for postsecondary success that reflects individual goals and interests.
- Attitude rooted in responsibility and character. OA students are challenged to make moral and ethical decisions and to give back to their community.
- Total connection with school. OA students become affiliated with the school through involvement in a variety of extracurricular and cocurricular activities.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

For the Orcutt Academy Charter School and its parent Orcutt Union School District, the 2022-2023 school year has been another year of recovery from the lingering effects of the COVID-19 Era. While the COVID-19 virus receded and cases decreased substantially, the Academy continued to see levels of severe behaviors, mental health issues, and student inattentiveness considerably higher than they were prior to the pandemic. Meantime, the school worked hard to implement and restore programs that make a positive impact on students and families. So we are happy to list the following as notable achievements from the current school year:

- Orcutt Academy High School continued to boast a strong graduation rate, as its 95.6% result in 2022 earned a "very high" rating on the California School Dashboard. Additionally, the University of California A-G completion rate at OAHS remained solid at 65.44% in 2022.
- Orcutt Academy High School continued to make significant progress with offerings in Career and Technical Education (CTE). Its pathway in the Information Communication and Technologies (Networking) sector added a capstone course in CTE Cybersecurity. The course was well received by students, as some were able to earn industry certifications in cybersecurity. In addition, the school's theatre arts courses -- Drama, Advanced Drama Production, and Technical Theatre -- have become a CTE pathway in Arts, Media, and Entertainment (Performing Arts). Coupled with this, CTE students from OAHS are now participating in SkillsUSA competitions as part of Allan Hancock College's team. SkillsUSA is a career and technical student organization that involves students in vocational training and vocational skills competitions. Two OAHS students were able to accomplish silver medal recognition in a regional Skills USA competition held in Ontario in April. All of these CTE feats were highlighted at a meeting of the Santa Maria Breakfast Rotary Club at OAHS in April.
- Orcutt Academy High School's Early College Cadre partnership with Allan Hancock College is off to a good start. The first cadre completed a zero period course in Emergency Medical Services (EMS) 102 this spring that was well received and provided safety certifications for the students. The second cadre is ready to launch in June. All the while, OAHS continues to collaborate with Allan Hancock on concurrent enrollment offerings. Allan Hancock recently gave its blessing for OAHS to collaborate with Taft College on concurrent enrollment courses in English (English 1501: Enhanced Composition and Reading) and mathematics (Statistics 1510: Elementary Statistics) in the future. In the fall OAHS will host a zero period Allan Hancock course, Administration of Justice (AOJ) 105 (Community Policing), that will be open to all OAHS students. AOJ 105 meets both UC A-G and general education college transfer requirements.
- Enrollment interest in OAHS and OAK-8 continues to be solid, with almost every grade level sporting a long wait list. The number of applicants for the Academy was the highest since 2019, and ninth grade at OAHS attracted applicants from 23 different schools throughout northern Santa Barbara County and San Luis Obispo County.

- E-sports has become a popular and valued outlet for participating OAHS students, as Spartan e-sports teams qualified for CIF post-season competition this year. Additionally, students involved in the shoutcasting component of e-sports have gained valuable skills in public speaking and live-streaming.
- To meet students' mental health needs, the district began a collaboration with the Santa Barbara County Education Office on a Mental Health Student Services Act-funded program to provide students access to a community navigator. The community navigator is based at Orcutt Academy High School but also has been available to all schools to help the families of students with mental health issues access community-based care.
- The Academy and its school district continued to invite community engagement and to seek links to community partners. In November, the district hosted an Arts Showcase for community members, including some key donors for the Orcutt Children's Arts Foundation, that featured OAHS arts offerings. During the school year, OAHS hosted a meeting of the Santa Maria Breakfast Rotary to highlight college and career readiness programs there. The Management Team scheduled visits to Marian Medical Center, the Santa Maria Valley YMCA, the Santa Maria Police Department, and the Santa Maria Public Library to highlight community programming for OUSD students and to stay apprised of career options and industry trends. Continued community involvement is planned in 2023-2024.
- Facilities improvements continued. The Los Alamos campus enjoyed classroom modernization and an expansive new play structure funded by Measure G, the bond measure that OUSD voters approved in 2016. A large, Measure G-funded multi-use building for the Orcutt Academy High School campus is going up; when completed sometime during the 2023-2024 school year, the building will have a gymnasium for athletic events that can double as a performing arts venue. To provide more facilities for OAHS, two preschool programs (the Orcutt Early Learning Center and a special day class operated by the Santa Barbara County Education Office) will be moved off the high school campus in 2023-2024.
- The district took the needed steps toward implementing a social/emotional learning curriculum. SEE Learning is a K-12 education program developed at Emory University to provide educators with the tools to foster emotional, social, and ethical intelligence in students. Orcutt schools have piloted SEE Learning since 2021, and piloting continued this school year. Three staff took a year-long SEE Learning facilitator certification course that enables them to train others in the curriculum. Additionally, in March a large number of teachers and administrators completed an overview of SEE Learning that is a prerequisite for implementing the program. SEE Learning was taken to the school board for adoption in May.
- OAHS has worked to help graduating seniors receive the State Seal of Biliteracy, which signifies they have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Nine members of the Class of 2023 will receive the State Seal at this year's graduation. The high was 18 in 2021.
- OAK-8 Office Manager Kathleen Stevenson was named 2023 County Classified School Employee of the Year in the clerical/administrative category.

- OAK-8 successfully resumed important special/extracurricular programs such as the school garden, Lego League robotics, and the Northern Santa Barbara County Math Super Bowl. These activities were well received by students and parents.

Like other school districts around the state, we are looking at results from Spring 2022 California Assessment of Student Performance and Progress (CAASPP) testing and the associated status levels on the California School Dashboard as a "new baseline" for evaluating student progress post-COVID. We will begin by citing dashboard status levels that can be regarded as successes:

- In English/Language Arts, the Academy received a "very high" rating schoolwide (39 points above standard). White students (65 points above) received a "very high" rating, and socioeconomically disadvantaged students (22.6 points above standard) received a "high" rating.
- In Mathematics, the Academy received a "medium" rating schoolwide (15.5 points below standard), and White students (11.3 points above) received a "high" rating.
- In Suspension Rate, the Academy received a "low" rating schoolwide (1.7% suspended at least one day). The Two or More Races subgroup (0% suspended) received a "very low" rating, and three subgroups received "low" ratings: students with disabilities (1.3% suspended), White students (1.5% suspended), and Hispanic students (2.1% suspended).
- In Graduation Rate, the Academy earned a "very high" rating schoolwide (95.6% graduated) and all three of its subgroups also were "very high": Socioeconomically disadvantaged students (96.6%), Hispanic students (96.4%), and White students (95.3%).

Northwestern Education Association (NWEA) Measures of Academic Progress (MAP) OAK-8 grade level scores on the Student Growth Summary Report (aggregate by grade level) show mixed progress in Reading and Mathematics when one compares Winter 2022 scores to Winter 2023 scores. Keep in mind that OAK-8 has small grade-level groups (14 to 16 in size) and thus the results can be idiosyncratic. Shown here are the mean RIT score for each grade level (RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores):

READING

Grade 1

Winter 2021-2022 - Mean RIT = 172.27

Winter 2022-2023 - Mean RIT = 165.93

Grade 2

Winter 2021-2022 - Mean RIT = 174.62

Winter 2022-2023 - Mean RIT = 184.71

Grade 3

Winter 2021-2022 - Mean RIT = 200.00

Winter 2022-2023 - Mean RIT = 196.29

Grade 4

Winter 2021-2022 - Mean RIT = 195.94

Winter 2022-2023 - Mean RIT = 208.64

Grade 5

Winter 2021-2022 - Mean RIT = 212.38

Winter 2022-2023 - Mean RIT = 206.56

Grade 6

Winter 2021-2022 - Mean RIT = 212.63

Winter 2022-2023 - Mean RIT = 219.19

Grade 7

Winter 2021-2022 - Mean RIT = 220.58

Winter 2022-2023 - Mean RIT = 222.05

Grade 8

Winter 2021-2022 - Mean RIT = 228.03

Winter 2022-2023 - Mean RIT = 223.50

MATH

Grade 1

Winter 2021-2022 - Mean RIT = 174.21

Winter 2022-2023 - Mean RIT = 174.93

Grade 2

Winter 2021-2022 - Mean RIT = 180.69

Winter 2022-2023 - Mean RIT = 186.57

Grade 3

Winter 2021-2022 - Mean RIT = 200.86

Winter 2022-2023 - Mean RIT = 200.79

Grade 4

Winter 2021-2022 - Mean RIT = 200.64

Winter 2022-2023 - Mean RIT = 209.79

Grade 5

Winter 2021-2022 - Mean RIT = 214.44

Winter 2022-2023 - Mean RIT = 210.63

Grade 6

Winter 2021-2022 - Mean RIT = 214.88

Winter 2022-2023 - Mean RIT = 227.88

Grade 7

Winter 2021-2022 - Mean RIT = 230.19

Winter 2022-2023 - Mean RIT = 226.11

Grade 8

Winter 2021-2022 - Mean RIT = 236.13

Winter 2022-2023 - Mean RIT = 235.17

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While we recognize that Spring 2022 CAASPP testing represents a new baseline for looking at student achievement, we do note the following as identified needs.

First, our high school has been given the Comprehensive Support and Improvement (CSI) designation due to its graduation rate. An erroneous data submission resulted in the OAHS graduation rate for 2019-2020 being reported as 1.5%, which impacts our four-year graduation rate and qualifies us for CSI. After considerable dialogue with the California Department of Education, we have learned that we need to accept the CSI designation and have a statutory obligation to develop and implement a CSI plan to raise our graduation rate.

California School Dashboard status levels released this fall show several areas of recommended focus for our school:

- In English/language arts, students with disabilities (73.8 points below standard) received a "very low" rating.
- In Mathematics, students with disabilities (95.4 points below) received a "very low" rating, and Hispanic students (50.4 points below) and socioeconomically disadvantaged students (48.7 points below) received "low" ratings.
- In Chronic Absenteeism, the Academy received a "very high" rating schoolwide (26.9% of students chronically absent), and three student groups also were "very high": socioeconomically disadvantaged students (35.9% chronically absent), Hispanic students (32.3%), and White students (20.6%).

Mathematics instruction was identified as a focus area for the district's professional development efforts in 2022-2023. The district's

Educational Services Department has brought on two consultants to work with teachers on Tier 1 math instruction. Themes have included following an acceleration model for instruction, utilizing manipulatives and digital manipulatives to build conceptual understanding, building number sense with mental math, and using mathematical tools such as the Desmos online scientific calculator for grades 6-12. The OAK-8/Los Alamos elementary master schedule will be changed in 2023-2024 to devote more time for math intervention.

The increased incidence of severe behaviors in 2021-2022 led to a focus early in the school year on professional development around classroom and school behavior systems. Dr. John Hannigan, co-author of the book Behavior Solutions, presented to teachers and administrators at a district professional development day in September, and the book was distributed districtwide. At a district professional development day in November, a virtual presentation by Dr. Todd Whitaker touched on win-win classroom discipline and the importance of developing relationships with students. At the same PD day, a panel presentation on classroom discipline was provided to transitional kindergarten and kindergarten teachers. Meantime, schools around the district revisited their PBIS matrices of expectations and retaught them to students.

Attendance remained a priority for the district. Two community liaisons were added to provide a higher level of support and communication to families. SARB referrals for identified students increased. Attendance has risen in 2022-2023, but it still has not reached pre-COVID levels. We expect to continue to focus on school attendance in 2023-2024.

The needs of foster youth and students experiencing homelessness are at the forefront. The district has had difficulty recruiting teachers to provide tutoring for these students (they are eligible for up to six hours of tutoring during the year), but as the year progressed we have had some luck inviting teachers to tutor foster or homeless youth in their own classrooms. The Expanded Learning Opportunities Program (ELO-P) also has been positive for these students in providing free childcare for those in grades TK-6.

Full inclusion for students with disabilities is emerging as an area of focus for the district. The district is making progress toward fulfilling the state's goal of having a minimum of 80% of students with disabilities being educated in a general education setting at least 80% of the time. That said, we recognize that teachers, paraprofessionals, and administrators need more training on best practices for inclusion, including ensuring that Special Education students have access to grade-level curriculum. Inclusion training for administrators is planned for June 2023, with training for teachers and paraprofessionals planned for 2023-2024.

While schools have been diligent about holding regular campus emergency drills, the district has determined that it needs to improve training and communication around how schools would respond to various emergency situations. Our district and other local school districts would like to strive for common protocols and common language across educational organizations and first responders. Accordingly, plans have been made to invest professional development time in 2023-2024 in emergency preparedness training.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Orcutt Academy will offer a variety of programs and supports specifically for unduplicated pupils: English Learners, foster youth, low-income students, and re-designated English Learners (Fluent English Proficient). These include highly trained classroom teachers at every school site, access to technology devices, counseling/mental health support for students, data analysis, intervention programs, individual/small group tutoring, assessments to monitor progress, individualized learning paths and online curriculum, attendance support, behavioral support, and enrichment activities. Goals for our new LCAP will remain the same:

- Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.
- Goal 2: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future ready, and thrive in a global society.
- Goal 3: 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.
- Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

As a part of the Orcutt Union School District, the Academy continues to implement a Multi-Tiered Systems of Support (MTSS) model. District Teachers on Special Assignment (TOSAs) work closely with site administration and leadership teams to identify and allocate resources to appropriate students targeting English learners, foster youth, students with disabilities and/or students who are low income. In association with the progressive implementation of MTSS, the district's Executive Director of Curriculum & Instruction gathers, monitors, and shares data of students in at-risk groups (English Learners, students with disabilities, low-income students, homeless youth, and foster youth). The district also will offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students. These include collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and district-wide benchmark assessments to monitor the progress of all students. The district has banked minutes to allow for an early student dismissal day for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English Learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged.

In addition, the district will also offer additional instruction with specialists in the area of art, music, and physical education at OAK-8, which will enable teachers to implement math intervention and meet every six weeks in PLCs to assess student progress. An additional instructional block for physical education also allows for targeted small-group instruction (intervention and/or enrichment). Weekly classroom music instruction for all students in grades 1-6 is well received by students. Research shows music education prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. Elementary Physical Education instruction from a credentialed P.E. teacher also is provided. The physically active child is more likely to be academically motivated, alert, and successful. Visual arts instruction was added in the 2018-2019 school year to provide additional weekly instruction in grades K-6.

The social/emotional wellbeing of students is targeted in this LCAP. The district has adopted and will implement a social/emotional curriculum, SEE Learning. OAK-8 will continue its implementation of Positive Behavioral Interventions and Supports (PBIS) to focus on establishing and maintaining a positive social climate. We will continue to fund guidance counselors at OAHS and have added a guidance technician to allow the counselors more time to address mental health needs. Mental health support for students has been provided via an additional elementary counselor, with students in unduplicated subgroups prioritized for services.

Support for families also is included in this LCAP. During the 2022-2023 school year, the district added two community liaisons to give the district a total of six. Liaisons generally focus on English Learners and their families, but they are able to help other families as well. Focus areas for the liaisons include student enrollment, student attendance, and facilitating two-way communication between the family and school. In the past, liaisons were assigned to as many as three schools, but the additional hires enable the liaisons to be assigned to one or two sites.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Orcutt Academy High School qualifies for Comprehensive Support and Improvement (CSI) due to its graduation rate. An erroneous data submission resulted in the OAHS graduation rate for 2019-2020 being reported as 1.5%, and impacts our four-year graduation rate and qualifies us for CSI. After considerable dialogue with the California Department of Education, we have learned that we need to accept the CSI designation and have a statutory obligation to develop and implement a CSI plan to raise our graduation rate.

The current level of performance relative to the graduation rate is as follows: On the California School Dashboard, OAHS Academy has earned a "very high" rating schoolwide (95.6% graduated) and all three of its subgroups also are rated "very high": Socioeconomically disadvantaged students (96.6%), Hispanic students (96.4%), and White students (95.3%).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Orcutt Union School District will support Orcutt Academy High School in the development and implementation of a CSI plan designed to improve the OAHS graduation rate. At this time the plan includes the following components:

- Credit recovery offerings both in the summer and during the school year that utilize the Edgenuity online platform. Edgenuity has proven to be a successful venue for credit recovery for OAHS students.

- Increased monitoring of student progress toward graduation by both the Counseling Office and school administrators. As needed, guidance counselors and the guidance technician will meet directly with students. They also will communicate directly with parents/guardians or meet directly with parents/guardians to make sure they are fully apprised of their children's status.
- Implementation of an Academic Seminar course for students whose overall grade point average is 2.0 or lower. Academic Seminar will be a year-long course designed to provide additional monitoring and support while also incorporating research-supported reinforcement of school connectivity and emotional intelligence. The teacher will meet with students one-on-one a minimum of two times per quarter to check in on progress in all classes. As needed, the teacher will instruct and mentor students so they develop comprehension and higher order thinking skills for all subject matter. Students will keep portfolios to provide evidence of academic growth through the semester. Students also will be involved in service projects to build a sense of accomplishment and increase engagement in their school.
- More, and more frequent, specific communication to incoming students about the school's graduation requirements and University of California A-G requirements.

It is envisioned that these efforts will take place in 2023-2024 and 2024-2025. This plan can be changed based on available data (see narrative for Monitoring and Evaluating Effectiveness).

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The district's assistant superintendent of educational services will meet quarterly with OAHS site administrators to review the following:

- Course completion progress of students participating in credit recovery
- Data on communication with students and parents/guardians by Counseling Office and administrators
- Grade point averages, course completion, and assessment results of students participating in Academic Seminar

Additionally, the assistant superintendent will meet with the teacher of Opportunity Support and a focus group of students participating in the course to seek their feedback.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Engaging educational partners around the Orcutt Academy LCAP has been a three-pronged process.

The first part of the process was the updating of the district's Strategic Plan, on which LCAP goals and actions are based. Meetings took place on January 31 and February 22, and the updated plan, with new targets and action steps, was presented to and approved by the OUSD Board of Trustees on March 8.

The second part of the process has revolved around two surveys given to students, parents, and staff associated with the Academy.

LCAP Survey 1 (February-March 2023) focused on parent/family engagement, and 53 parents/guardians representing both OA sites and all grade levels responded.

LCAP Survey 2 (March-May 2023) solicited input on the effectiveness of current and proposed LCAP actions, and 34 school interest holders, including members of the OAK-8 and OAHS school leadership teams, responded.

The third and final part of the process consisted of meetings with educational partners. Most meetings included an update on LCAP goals, key actions and initiatives that have taken place this school year, and data findings thus far in the year. Attendees then were invited to complete LCAP Survey 2 or to participate in a structured conversation about district and school programming. Unlike past years, student groups were formed to intentionally include members of all unduplicated categories: low-income students, English Learners, foster youth, and students experiencing homelessness.

A listing of these meetings as applicable to the Orcutt Academy:

3/27/23 - Reviewed LCAP and sought input from OA School Advisory Council

4/19/23 - Met with OUSD Parent/Superintendent Group

4/25/23 - Professional development session on foster youth for OUSD Core Management Team by Cristina Ortega of SBCEO; this resulted in discussion on best next steps for serving these students

4/25/23 - Met with leadership teams from elementary schools (including OAK-8)

4/26/23 - Met with Santa Barbara County SELPA Executive Director Ray Avila

4/27/23 - Met with leadership teams from secondary schools (including OAHS)

5/8/23 - Met with Orcutt Educators Association representatives

5/12/23 - Met with student groups from Orcutt Academy HS

5/17/23 - Met with California School Educators Association representatives

5/19/23 - Sent out video and link to Survey 2 to all OUSD employees and all OA parents for final round of LCAP input

5/22/23 - Met with District English Learners Advisory Council (DELAC)

A summary of the feedback provided by specific educational partners.

The following is the feedback provided by each group:

Students (input from focus groups of high school students):

- Students generally believe they have caring, supportive relationships with their teachers.
- Academic instruction is neither too easy nor too difficult, but students would like to see instruction become more engaging. Students reported that the most rigorous courses are Advanced Placement (AP) courses. They did not regard concurrent enrollment courses (that provide college credit through Allan Hancock College) as overly difficult.
- Most students say the SPIN intervention period at OAHS is productive, with few students stating Spartan Homeroom is productive.
- Most students say they have recovered from the effects of the COVID-19 period of distance learning replacing in-person learning. "It has had more an effect emotionally and socially than on my learning," said one student. Another remarked, "I learned that I work better with in-person teaching."
- Students are feeling high levels of stress (4 on a scale of 0 to 5). Students interviewed attributed this to several reasons, including the pressure to succeed in school while also participating in sports and other activities, issues with friends and relationships, parental pressure to get good grades, the amount of schoolwork they have, family issues, and current events. Said one student, "It's hard to feel safe at school when you're hearing about all of these shootings every day."
- Students value counseling services and feel comfortable reaching out to the school's counselors. Students also said they feel comfortable going to teachers and school administrators if they have a problem.
- Students said they believe school rules are "about right" and "reasonable." Several students remarked on the need for more monitoring of what happens in school restrooms.
- Improvement ideas suggested by students include being stricter on bullying and sexual harassment, making private restrooms more available to students, and having a wider variety of meal options available.
- Students who are in foster care said they would appreciate more planning around their needs, access to mental health resources, and having clothing items available. "Please make sure that teachers know when we are in foster care," said one student. "This is my fourth time in foster care, and it is a big, drastic change for us. It will help if teachers know what we are going through."
- Students who are experiencing homelessness said they would appreciate access to transportation, counseling, hygienic products, and a "teen closet" with clothing items. "There are times where I can't come to school," said one student. "It would help to have a bus pass or some kind of way to get to school."

Parents:

- LCAP Survey 1, which was completed by 53 parents/guardians, showed 90.20% of respondents termed school-home communication regarding school activities as "excellent" or "good." The most relied-on communication methods by respondents are school or district Parent Square email posts (96.08% "frequently use" or) and school Parent Square text messages (78.43% "frequently use"). Communication methods respondents would like to have school and the districts use more include PTA

newsletters (18.75% "would like to use more") and school website (6.12% "would like to use more"). Asked about the amount of communication they receive via Parent Square, 86.27% of respondents said "just the right amount" and 1.96% said "not enough."

- LCAP Survey 1 stated that 86.00% of respondents termed communication they have received about their children's academic performance as "excellent" or "good." The most relied-on communication methods by respondents to learn about their children's academic progress are the Aeries Parent Portal (63.27% "frequently use"), trimester or quarter report cards (63.27% "frequently use"), mid-trimester or mid-quarter progress reports (54.00% "frequently use"), and fall parent-teacher conferences (54.00% "frequently use"). Communication methods respondents would like to have schools use more include direct messages from teachers on Parent Square (10.20% "would like to use more").
- LCAP Survey 1 provided a glimpse of how involved parents feel they are at their child's school, with 12.50% stating they felt "extremely involved," 22.92% "very involved," 56.26% "somewhat involved," and 8.33% "not involved." The percentage "not involved" went down dramatically from 2021-2022, when 29.63% said they were "not involved." Asked to share ideas for increasing parent involvement, parents listed more timely communication about school events, digital sign-ups of parent volunteers for school events, more cultural events at school, and more promotion of athletic activities so more families attend.
- Parents largely are very appreciative of their children's school and are complimentary of school staff.
- Parents are very supportive of STEM (science, technology, engineering, and math) courses and activities and Career and Technical Education (CTE) courses.
- Parents largely see the need for counseling support for students and some would like to have counseling expanded.
- Parents are grateful for the facilities improvements implemented at OAK-8 and for the new facilities being constructed at OAHS. "Continue providing the infrastructure for a high school education," said one parent.
- Some parents requested more opportunities for gifted students to be challenged academically.
- A parent requested more flexibility with regard to students' daily schedule. Students should be allowed to take a "personal day" for their wellbeing.
- A parent requested more training for some teachers in meeting the emotional and psychological needs of students.
- A parent requested more one-on-one assistance for students with disabilities.

Parents of English Learners:

- By and large, teachers and staff at schools are very responsive and helpful.
- Students (English Learners) are making good progress toward becoming proficient in English.
- Tutoring programs would be a huge help for English Learners and for other students. It would help for the district to have consistent tutoring available.
- The school-home connection is stronger at elementary schools than at the junior high schools. Junior highs do less communicating with parents.
- Parents need to be more informed about who their community liaison is and how to contact the liaison. This will help parents to build trust and lead to a more productive partnership.
- Parents would welcome more school events that they can attend. School events bring a school community together.

Parents, Guardians, and Foster Parents of Foster and Homeless Youth:

- For students experiencing homelessness, it has helped that the district can provide transportation to keep students at their original school. It also helps when the district works out childcare before and after school as an alternative to providing transportation; in this case parents provide transportation.
- Foster and homeless youth can benefit from extra tutoring and counseling. Any extra services are appreciated.
- In some cases teachers do not know if a student is a foster youth or is experiencing homelessness. It will help to have more communication about these children's situation.

Teachers:

- Teachers stated that the 2022-2023 school year has been somewhat smoother than 2021-2022 but that students still have not gotten over the impact of COVID-19 and school closures. Severe behaviors, especially among the youngest students, continued. Suspensions districtwide were down slightly from 2021-2022 but still were coming in at a clip far higher than before the pandemic.
- Teachers see that students have more mental health needs and are very supportive of the expansion in counseling services implemented in 2021-2022 and continued this school year. Several teachers believe even more counseling services are needed.
- Teachers would like to see student attendance improved. It has been better than during COVID-19 but students tend to be absent for longer durations than they were before the pandemic.
- Some teachers seek larger classroom supply budgets.
- Increasing the pool of substitute teachers will enable more teachers to participate in trainings and professional development. This also will protect intervention programs, as hourly intervention teachers sometimes are asked to fill in for classroom teachers.
- Some teachers seek more differentiation with professional development.

Classified Employees:

- The district can do more to communicate what supports are available to unduplicated students (low-income students, English Learners, foster youth, and students experiencing homelessness). Often it is classified employees who first recognize student needs.
- Some classified employees (instructional assistants) would like to participate in any tutoring program set up by the district in 2023-2024. Classified employees sometimes are overlooked for these opportunities.
- Some classified employees asked for more inclusion in both school communication and school-home communication, as this will help them be better apprised of what is happening at their school sites.
- Instructional assistants can benefit from more training in Crisis Prevention Intervention (CPI) and techniques for dealing with severe behaviors.
- The role of librarian/media specialists has expanded in that they now are asked to distribute technology devices and assist students with technology troubleshooting during the school year. This takes considerable time and impacts their other responsibilities.

Administrators:

- Student behaviors, while somewhat better than in 2021-2022, have remained an issue in 2022-2023. The incidence of severe behaviors has remained high among younger students and junior high school students.
- The need to manage daily activities at the school site and address behaviors and other issues that arise each day has impacted principals' ability to devote time to instructional leadership.

- The number of meetings (IEP meetings, Student Success Team meetings, and other meetings) has risen substantially in recent years and has added to the workload of site administrators.
- Administrators identify math as a priority for the district. They are ready to make adjustments in the elementary master schedule to implement math intervention in 2023-2024.
- The district has welcomed many new teachers who have needed guidance and support from site administrators. The district's group of newer teachers would benefit from more training in classroom management, partnering with parents, and Professional Learning Communities.
- Substitute coverage is a significant task for principals. Substitutes are needed not just for teachers, for but for instructional assistants who provide needed one-on-one support to students with special needs. Arranging for coverage can be challenging for site administrators.
- Administrators in the Special Education Department would like to continue to work on more inclusive teaching practices for students with disabilities.

Santa Barbara County SELPA (Executive Director Ray Avila):

- The County SELPA would like to see students with IEPs placed in the least restrictive environment when possible.
- Parents of students with disabilities need to be involved in their children's education.
- Chronic absenteeism is an issue for students with disabilities. Some families need more assistance getting their children to school.
- Younger children are having more difficulty adapting to school than they did prior to COVID-19. Schools need help managing behaviors.
- The County SELPA is happy to collaborate with the Santa Barbara County Education Office on Differentiated Assistance support for Orcutt, especially with regard to students with disabilities.
- The County SELPA is happy to collaborate with Orcutt in preparing for Compliance Improvement Monitoring (CIM) process that occurs regularly.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input received from educational partners validates the district's continuing emphasis on mental health support for students, social/emotional learning, staff wellness, and other work in the social/emotional realm. The addition of an elementary counselor instead of a social worker (Action 4.10) was a direct response to student needs. The district will need to maintain its focus on students' emotional/mental wellness in the coming year.

Other aspects of the LCAP influenced by input from educational partners this year and in past years include the following:

- The need to continue working on promoting positive student behaviors and preventing severe behaviors
- The need to continue developing CTE pathways at the high school
- The need to focus on student achievement in mathematics
- The need for the district to adopt and implement a social/emotional learning curriculum, SEE Learning
- The need for instructional assistants to support students in transitional kindergarten and kindergarten

- The need to redouble efforts to provide extra tutoring for foster youth and students experiencing homelessness
- The need for community liaison support for families of English Learners
- The need to change the elementary master schedule to accommodate math intervention

Goals and Actions

Goal

Goal #	Description
1	<p>We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.</p> <p>State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

An explanation of why the LEA has developed this goal.

In 2019, the California School Dashboard reported one area of recommended focus for the Orcutt Academy in English/language arts. Students in the Socioeconomically Disadvantaged subgroup declined 13.6 points and are performing 10.4 points below standard.

In math, the dashboard reported that all students participating in state testing declined 6 points and are performing 13.6 points below standard. Additionally, the Socioeconomically Disadvantaged subgroup declined 30.2 points and is performing 57.6 points below standard, and the Hispanic subgroup increased 5.6 points but still is performing 33.6 points below standard.

In Spring 2021, stakeholder groups indicated that student achievement is a high priority, with 63 percent choosing "increasing student achievement" as a high priority or very high priority.

Additionally, teachers, administrators, and parents all have stated that distance learning during the COVID-19 pandemic has contributed to difficulty for many of our students to learn and perform.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 64.1%	For grades 3-8, CAASPP testing was not administered in Spring 2021. It will	Percent of Students Scoring At or Above Standard on the 2022 CAASPP: All Students: 63.29%		Increase student performance for all students and each student group by 5 points in the area of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low-income: 45.7%</p> <p>English Learners: 7.1%</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: 25.0%</p>	<p>resume in Spring 2022.</p> <p>Grade 11 did participate in CAASPP testing in Spring 2021. Results follow:</p> <p>Percent of Students Scoring At or Above Standard on the 2021 E/LA CAASPP:</p> <p>All Students: 82.1%</p> <p>Low-income: 69.7%</p> <p>English Learners: NA</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: NA</p> <p>Hispanic: 81.5%</p> <p>White: 83.3%</p>	<p>Low-income: 53.97%</p> <p>English Learners: NA</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: 20.00%</p>		<p>ELA as measured by the CAASPP and reported on the California Dashboard.</p>
<p>CAASPP - Math % Students met/exceeded standard</p>	<p>Percent of Students Scoring At or Above Standard on the 2019 CAASPP:</p> <p>All Students: 48.4%</p> <p>Low-income: 22.0%</p> <p>English Learners: 14.3%</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: 14.3%</p>	<p>For grades 3-8, CAASPP testing was not administered in Spring 2021. It will resume in Spring 2022.</p> <p>Grade 11 did participate in CAASPP testing in Spring 2021. Results follow:</p>	<p>Percent of Students Scoring At or Above Standard on the 2022 CAASPP:</p> <p>All Students: 44.77%</p> <p>Low-income: 23.44%</p> <p>English Learners: NA</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: 20.00%</p>		<p>Increase student performance for all students and each student group by 5 points in the area of Math as measured by the CAASPP and reported on the California Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Percent of Students Scoring At or Above Standard on the 2021 Math CAASPP: All Students: 49.2% Low-income: 36.7% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: NA Hispanic: 38.5% White: 58.8%			
University of California a-g compliance by graduating seniors	Percent of students accomplishing UC a-g requirements in Class of 2020: 59%	Percent of students accomplishing UC a-g requirements in Class of 2021: 73.9% Preliminary data on percent of students accomplishing UC a-g requirements in Class of 2022: 64%	Percent of students accomplishing UC a-g requirements in Class of 2022: 68.5% Preliminary data on percent of students accomplishing UC a-g requirements in Class of 2023: 67.1%		Increase percentage of graduating seniors meeting UC a-g requirements by 5 points
English Learner Progress on ELPAC	English Learner Progress (Change) as reported on California School Dashboard: 68.2% making progress toward English language proficiency	We have no data on English Learner Progress as of now. We do have the following: English Language Proficiency for Summative ELPAC as	We have no data on English Learner Progress for Orcutt Academy, as we do not have a statistically significant group. Orcutt Union School District English		English Learner Progress will exceed 70% as reported on the California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>reported on Data Quest (CDE) for 2020-2021</p> <p>Level 4 - Well Developed: 13.92%</p> <p>Level 3 - Moderately Developed: 45.94%</p> <p>Level 2 - Somewhat Developed: 26.68%</p> <p>Level 1 - Minimally Developed: 13.46%</p>	<p>Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2021-2022</p> <p>Level 4 - Well Developed: 15.57%</p> <p>Level 3 - Moderately Developed: 35.23%</p> <p>Level 2 - Somewhat Developed: 30.73%</p> <p>Level 1 - Minimally Developed: 18.47%</p>		
<p>Re-designation Rate for English Learners (EL to RFEP) (district data)</p>	<p>In the Orcutt Union School District, 12% of English Learners were redesignated (EL to RFEP) in the 2019-2020 school year.</p> <p>13.4% of English Learners were redesignated (EL to RFEP) in the 2020-2021 school year.</p>	<p>An estimated 6.4% of OUSD English Learners (32 in total) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.</p> <p>At the Academy 5 English Learners (4 from OAHS, 1 from OAK-8) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.</p>	<p>An estimated 7.92% of English Learners (42 in total) in the Orcutt Union School District have been redesignated as Fluent English Proficient to this point in the 2022-2023 school year.</p>		<p>10% of English Learners in the Orcutt Union School District will be redesignated (EL to RFEP)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner access to core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD	100% of students are receiving access to core instruction and ELD.	100% of students are receiving access to core instruction and ELD.		100% of students will receive access to core instruction and ELD.
Percent of Highly Qualified Teachers that are Appropriately Assigned	In the 2020-2021 school year, 100% of teachers were highly qualified and appropriately assigned.	At this time, OAHS has one science position being filled by a long-term substitute teacher who is not considered highly qualified and appropriately assigned.	In the 2022-2023 school year, 100% of teachers were highly qualified and appropriately assigned.		100% of Orcutt Academy teachers will be highly qualified and appropriately assigned.
Percent of Orcutt Academy Sites Meeting FIT Requirements	In the 2020-2021 school year, 100% of OA sites met FIT requirements	Inspections conducted in January 2022 show 100% of OA sites meet state FIT requirements.	Inspections conducted in January 2022 show 100% of OA sites meet state FIT requirements.		100% of OA sites will meet FIT requirements.
Percent of Students with Access to Instructional Materials	In the 2020-2021 school year, 100% of Orcutt Academy students had access to OUSD adopted materials that are standards-aligned	100% of OA students have access to OUSD-adopted materials that are aligned with state standards.	100% of OA students have access to OUSD-adopted materials that are aligned with state standards.		100% of Orcutt Academy students will have access to adopted materials that are standards aligned.
Percent of Students with Access to required Course of Study	In the 2020-2021 school year, 100% of Orcutt Academy students had access to required course of study.	100% of OUSD students have access to the required course of study.	100% of OUSD students have access to the required course of study.		100% of Orcutt Academy students will have access to required course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Reading Mean Rasch Unit (RIT) Score and Percentile	<p>OAK-8 Spring 2021 Reading Mean (average) RIT Score</p> <p>Grade 1 Mean Rit = 168</p> <p>Grade 2 Mean Rit = 185</p> <p>Grade 3 Mean Rit = 190</p> <p>Grade 4 Mean Rit = 209</p> <p>Grade 5 Mean Rit = 210</p> <p>Grade 6 Mean Rit = 221</p> <p>Grade 7 Mean Rit = 228</p> <p>Grade 8 Mean Rit = 227</p>	<p>OAK-8 Fall 2021 Reading Mean (average) RIT Score</p> <p>Grade 1 Mean Rit = 162.7</p> <p>Grade 2 Mean Rit = 173.4</p> <p>Grade 3 Mean Rit = 194.4</p> <p>Grade 4 Mean Rit = 194.7</p> <p>Grade 5 Mean Rit = 210.4</p> <p>Grade 6 Mean Rit = 215.8</p> <p>Grade 7 Mean Rit = 220</p> <p>Grade 8 Mean Rit = 229.1</p> <p>OAK-8 Winter 2021-2022 Reading Mean (average) RIT Score</p> <p>Grade 1 Mean Rit = 172.27</p> <p>Grade 2 Mean Rit = 174.62</p> <p>Grade 3 Mean Rit = 200.00</p> <p>Grade 4 Mean Rit = 195.94</p> <p>Grade 5 Mean Rit = 212.38</p>	<p>NWEA Reading Spring 2022 Mean (average) Rit</p> <p>Grade 1 Mean Rit = 173.21</p> <p>Grade 2 Mean Rit = 181.71</p> <p>Grade 3 Mean Rit = 204.29</p> <p>Grade 4 Mean Rit = 201.21</p> <p>Grade 5 Mean Rit = 211.94</p> <p>Grade 6 Mean Rit = 213.00</p> <p>Grade 7 Mean Rit = 225.19</p> <p>Grade 8 Mean Rit = 227.00</p> <p>NWEA Reading Winter 2022-2023 Mean (average) Rit</p> <p>Grade 1 Mean Rit = 165.93</p> <p>Grade 2 Mean Rit = 184.71</p> <p>Grade 3 Mean Rit = 196.29</p> <p>Grade 4 Mean Rit = 208.64</p> <p>Grade 5 Mean Rit = 206.56</p> <p>Grade 6 Mean Rit = 219.19</p>		The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA reading test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 6 Mean Rit = 212.63 Grade 7 Mean Rit = 220.58 Grade 8 Mean Rit = 228.03	Grade 7 Mean Rit = 222.05 Grade 8 Mean Rit = 223.50		
NWEA Math Mean Rasch Unit (RIT) Score and Percentile	OAK-8 Spring 2021 Math Mean (average) Rit Score Grade 1 Mean Rit = 174 Grade 2 Mean Rit = 186 Grade 3 Mean Rit = 188 Grade 4 Mean Rit = 209 Grade 5 Mean Rit = 210 Grade 6 Mean Rit = 225 Grade 7 Mean Rit = 231 Grade 8 Mean Rit = 238	OAK-8 Fall 2021 Math Mean (average) Rit Score Grade 1 Mean Rit = 168.6 Grade 2 Mean Rit = 178.1 Grade 3 Mean Rit = 192.9 Grade 4 Mean Rit = 199.5 Grade 5 Mean Rit = 213.7 Grade 6 Mean Rit = 212.1 Grade 7 Mean Rit = 226.8 Grade 8 Mean Rit = 231.3 OAK-8 Winter 2021-2022 Math Mean (average) Rit Score Grade 1 Mean Rit = 174.21 Grade 2 Mean Rit = 180.69	NWEA Math Spring 2022 Mean (average) Rit Grade 1 Mean Rit = 178.50 Grade 2 Mean Rit = 190.86 Grade 3 Mean Rit = 202.21 Grade 4 Mean Rit = 205.86 Grade 5 Mean Rit = 219.00 Grade 6 Mean Rit = 215.88 Grade 7 Mean Rit = 232.75 Grade 8 Mean Rit = 238.56 NWEA Math Winter 2022-2023 Mean (average) Rit Grade 1 Mean Rit = 174.93 Grade 2 Mean Rit = 186.57 Grade 3		The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA math test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 3 Mean Rit = 200.86 Grade 4 Mean Rit = 200.64 Grade 5 Mean Rit = 214.44 Grade 6 Mean Rit = 214.88 Grade 7 Mean Rit = 230.19 Grade 8 Mean Rit = 236.13	Mean Rit = 200.79 Grade 4 Mean Rit = 209.79 Grade 5 Mean Rit = 210.63 Grade 6 Mean Rit = 227.88 Grade 7 Mean Rit = 226.11 Grade 8 Mean Rit = 235.17		
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Evidence-based Reading and Writing (ERW)	PSAT/NMSQT, Fall 2019 Mean (average) ERW Score Grade 9 = 449 Grade 10 = 487 Grade 11 = 534	PSAT/NMSQT, Fall 2021 Mean (average) ERW Score Grade 9 (146 test takers) = 441 Grade 10 (135 test takers) = 472 Grade 11 (164 test takers) = 501	PSAT/NMSQT, Fall 2022 Mean (average) ERW Score Grade 9 (173 test takers) = 428 Grade 10 (139 test takers) = 474 Grade 11 (113 test takers) = 494		The mean ERW score will increase by 5 points in the fall administration of the PSAT/NMSQT test
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Math	PSAT/NMSQT, Fall 2019 Mean (average) Math Score Grade 9 = 455 Grade 10 = 490 Grade 11 = 519	PSAT/NMSQT, Fall 2021 Mean (average) Math Score Grade 9 (146 test takers) = 426 Grade 10 (135 test takers) = 450 Grade 11 (164 test takers) = 483	PSAT/NMSQT, Fall 2022 Mean (average) Math Score Grade 9 (173 test takers) = 428 Grade 10 (139 test takers) = 463 Grade 11 (113 test takers) = 474		The mean math score will increase by 5 points in the fall administration of the PSAT/NMSQT test

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher on Special Assignment (TOSA) Support	All teachers will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs). TOSAs from the district's Educational Services Department will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English Learners, foster youth, homeless, and low income students.	\$64,904.00	Yes
1.2	Standards-Based Materials	Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-2020 and 2020-2021 school years. A committee consisting of teachers provided input and guidance for curriculum selection. A TK science program by the same publisher was viewed and chosen by TK teachers. A presentation was made to the School Board and materials were adopted in February 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-2021 school year in preparation for the 2021-2022 school year. The science adoption materials contain resources for English Learners and students needing academic support.	\$15,000.00	No
1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Universal screenings, formative assessments and MTSS progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and to monitor student progress. Data will be analyzed specific to English Learners, foster youth, homeless youth and low-income students to determine if instructional strategies are effective. The EduClimber data management program will be utilized to gather, analyze and	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communicate academic data to staff. Data will be used in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, PathBlazer/Compass Learning will be available to individualize instruction as NWEA levels populate to PathBlazer to assist in targeting specific student academic needs.		
1.4	Professional Learning Communities (PLCs)	Professional Learning Community (PLC)/Leadership Team members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-risk students, specifically English Learners, foster students, homeless students, English Learners, and low-income students.	\$6,000.00	Yes
1.5	On-Site Intervention	Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and the grade level teaching team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based intervention for at-risk youth (ELs, foster/homeless youth, low-income students, and students with disabilities).	\$44,864.00	Yes
1.6	Professional Consulting, Support Programs	Professional consulting in the areas of English/language arts and math will be available to teachers and administrators for support in focusing on students who are performing below standard. Programs will be utilized to reteach and reteach again students in need of additional instruction and practice. Instruction may also be provided during non-school hours and during breaks in school. Providing strategies in supporting at-risk students including English Learners, foster youth, homeless youth, low income students will be the main focus.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	English Language Development (ELD) Support	Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTELs).	\$11,269.00	Yes
1.8	Extra Support for Foster/Homeless Students	Small-group and Individual tutoring will be made available for at-promise foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth. Cost incorporated into Goal 1, Action 5	\$11,978.00	Yes
1.9	Executive Director of Curriculum & Instruction	All teachers and administrators will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the Executive Director of Curriculum & Instruction. The executive director will ensure that the MTSS plan is complete and implemented with fidelity. The executive director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, students with special needs, and low-income students are receiving needed interventions and are making adequate progress. The executive director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically English Learners, foster youth, homeless youth, students with special needs, and low-income students.		Yes
1.10	Implementation of Summer Extended	Students entering grades K-6 will be have the opportunity to be enrolled in a summer camp that provides academic enrichment,	\$55,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
	<p>Learning Opportunities</p> <p>(Action modified for 2023-2024)</p>	<p>recreation, socialization, and nutrition. The camp will be operated by the district's Campus Connection Childcare Program in alignment with state Expanded Learning Opportunities Program (ELO-P) requirements. Teachers will be hired to provide an academic component to the camp in the mornings; content presented by teachers will include core literature (reader's workshop), SIPPS (reading intervention), math fluency activities, STEAM on Demand, SEE Learning, and physical education. Campus Connection staff will plan themed activities including visual arts in the afternoons.</p> <p>Additionally, students entering transitional kindergarten and kindergarten will be offered a two week "jump start" session right before school starts. Students in at-risk groups (homeless, foster, EL, students with special needs, and low income) will be given priority enrollment.</p> <p>A three-week credit recovery program will be available to OAHS students in grades 10-12 who need to recover credit. In all summer programming students in at-risk groups (homeless, foster, EL, students with special needs, and low-income) will be given priority enrollment.</p>		
1.11	Extended Learning Opportunities - Instructional Assistant	An instructional assistant will be placed in the TK/K class at OAK-8 to support academic and behavioral needs of students. Priority for support will be given to at-risk students (English Learners, homeless, foster, and low-income students).	\$8,921.00	Yes
1.12	Program Specialist	The program specialist will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social-emotional needs of our at-risk students (English Learners, homeless, foster, students with special needs, and low-income students). This person also will focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		social emotional needs of our at-risk students (English Learners, homeless, foster, students with special needs, and low-income students).		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were faithful to the action plan as written with the following elaborations:

- 1.2 Standards-Based Materials. During this school year, we underwent a curriculum adoption process for three OAHS science courses: Biology, Chemistry, and Geology. With support from the district's Educational Services Department, science teachers researched textbook options and then piloted possible selections. Students contributed input on possible selections, and a public review period was conducted. Recommendations for adoption were approved by the OUSD Board of Trustees in April.
- 1.3 Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring. We have implemented universal screenings only in reading. Some schools piloted a screening tool for social/emotional needs this school year. We are working on screening tools for mathematics to be piloted in 2023-2024. We have more work to do and more training to provide to have the Edu-Climber data management program be widely used by staff.
- 1.8 Extra support for Foster/Homeless Students. We continued to experience difficulty recruiting teachers to do after-hours tutoring. We had some success during the year at inviting teachers to tutor foster or homeless youth they personally work with, but nowhere near enough success to fully realize this goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 1.1 Teachers on Special Assignment (TOSA) Support, \$92,429 in estimated actual expenditures, \$35,343 more than budgeted. The charter was charged for an increased share of TOSA support due to increased enrollment.
- 1.2 Standards-Based Materials, no expenditures, \$15,000 less than budgeted. The charter did not need to replenish science materials or consumable materials as anticipated. New curricula for the OAHS Science Department (for Biology, Chemistry, and Geology) have not been purchased yet.
- 1.3 Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring, no expenditures, \$10,000 less than budgeted. Other budget sources were utilized to fund progress monitoring.
- 1.4 Professional Learning Communities (PLCs), \$1,800 in estimated actual expenditures, \$4,200 less than budgeted. Other budget sources were utilized to defray the cost of PLCs.

- 1.5 On-site Intervention, \$16,546 in estimated actual expenditures, \$9,732 less than budgeted. Staffing shortages meant intervention programs were not able to be implemented as fully as planned.
- 1.6 Professional Consulting, Support Programs, \$18,000 in estimated actual expenditures, \$3,000 more than budgeted. The cost of the professional consultants retained by the district was more than anticipated.
- 1.7 English Language Development (ELD) Support, \$22,291 in estimated actual expenditures, \$13,166 more than budgeted. The district hired two additional community liaisons in an effort to level up support for English Learners and their families; this resulted in higher than anticipated expenses for the charter.
- 1.8 Extra Support for Foster/Homeless Students, no expenditures, \$8,533 less than budgeted. Other budget sources (Education for Homeless Children and Youth) were utilized to fund this support.
- 1.10 Implementation of Summer Extended Learning Opportunities, \$64,106 in estimated actual expenditures, \$9,106 more than budgeted. The cost of the OAHs credit recovery program and the charter's share of Summer School and "jump start" programs turned out higher than anticipated.
- 1.11 Instructional Assistants in Kindergarten, no expenditures, \$16,769 less than budgeted. Other budget sources (Expanded Learning Opportunity Grant for Paraprofessionals) were utilized to fund instructional assistants in kindergarten.
- 1.12 Program Specialist, no expenditures, \$15,000 less than budgeted. Other budget sources (ESSER II) were utilized to fund the program specialist.

An explanation of how effective the specific actions were in making progress toward the goal.

The results of Spring 2022 CAASSP English/language arts testing (administered to students in grades 3-8 and 11) show that the performance of OA students is in similar range to pre-pandemic levels (63.29% proficient or above overall, down a touch from 64.1% proficient or above in 2019). Winter 2022-2023 NWEA testing in reading (administered to students in grades 1-8) shows growth from Winter 2021-2022 in some grade levels. We note that the group sizes of OAK-8 grade levels are small and thus results can be idiosyncratic.

In math, the results of Spring 2022 CAASPP testing (44.77% proficient or above, compared to 48.4% proficient or above in 2019) show students performing slightly lower than pre-pandemic levels, with students with disabilities at a notably lower level than prior to the pandemic. Overall proficiency levels in mathematics remain lower than they are in English/language arts, which supports the district's decision to make math a continued area of focus in 2023-2024. Winter 2022-2023 NWEA math results show growth from Winter 2021-2022 in some grade levels. Again, we note that the small group sizes at OAK-8 lead to idiosyncratic results.

Teachers on Special Assignment and the executive director of curriculum & instruction continue to be critically important providers of support for their fellow teachers. In the area of math, they have worked on "focus folders" based on assessment data that classroom teachers can utilize to group students. These new math focus folders were piloted in 2022-2023 and will be utilized more expansively in 2023-2024 to group students for intervention and enrichment.

Two district consultants in math, Michele Douglass and Elizabeth Hammonds, were well received by teachers. Douglas focused on grades TK-5 and in uses of the adopted Math Expressions program; Hammonds, a specialist in the adopted College Preparatory Mathematics

(CPM) program, focused on grades 6-8. These consultants provided both during-school and afterschool trainings, visited classrooms, and taught demonstration lessons. Both also did classroom walk-throughs with principals so as to provide input on how math instruction can be guided and supported. Key elements we are working to have established in classrooms include (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. In support of number sense, we hired classroom teachers to provide math enrichment activities (such as number talks and math games) during afterschool childcare at the five Orcutt-area elementary sites. These activities generally were well received by students.

During the year, the district added two community liaisons in order to give more assistance to English Learners and their families. Liaisons also were directed to schedule regular on-site availability for families.

Support for foster and homeless students was uneven during 2022-2023. Students in grades TK-6 were able to access free childcare via the Expanded Learning Opportunities Program (ELO-P) -- a substantial support. But we continued to have difficulty recruiting teachers to make good on the district's offer of up to six hours of free tutoring for these students.

In LCAP Survey 2, which invited district interest holders to provide feedback on the effectiveness of actions proposed for this section, the following actions were rated as the most effective:

- On-site academic intervention, 73.53% effective or highly effective
- Standards-based textbooks, 70.59% effective or highly effective
- Instructional assistants in kindergarten and transitional kindergarten, 67.64% effective or highly effective

The following action was rated as slightly less effective:

- Training/professional development from district consultants, 52.94% effective or highly effective
- Universal screenings and progress monitoring, 55.88% effective or highly effective
- Support from Teachers on Special Assignment (TOSAs), 58.82% effective or highly effective
- Summer learning opportunities for students, 58.83% effective or highly effective

Finally, these actions registered relatively large percentages of responses indicating no opinion:

- Implementation of full-day kindergarten, 33.33% no opinion
- Instructional assistants in kindergarten and transitional kindergarten, 29.41% no opinion
- English Language Development for English Learners, 17.65% no opinion
- Extra support for foster/homeless youth, 17.65% no opinion
- Summer learning opportunities for students, 17.65% no opinion

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

At OAK-8, efforts to improve math achievement will take a new turn in 2023-2024 with a change in the elementary master schedule to afford time for regular math intervention. Classroom teachers will have the opportunity to work with half their class at a time and group students based on math needs (using math focus folders). Intervention for struggling students can take the form of reteaching, frontloading, or an evidence-based math intervention program. (See Action 4.5 narrative for more information.) Additionally, we are planning more efforts with instructional leadership around math achievement. We tentatively are planning to work with principals on utilizing classroom walk-throughs as a tool to ensure that adopted curriculum and best practices for instruction are in place.

For 2023-2024 the district is planning more efforts with instructional leadership around math achievement. We tentatively are planning to work with principals on utilizing classroom walk-throughs as a tool to ensure that adopted curriculum and best practices for instruction are in place.

Summer extended learning will change in Summer 2023. Rather than offering a traditional summer school, the district has elected to offer a summer camp operated by the Campus Connection Childcare Program and aligned with state Expanded Learning Opportunities Program (ELO-P) requirements (for a complete description, see narrative for Action 1.10). The rationale for this change is that the summer camp model is more economically sustainable for the district than summer school.

The district's Educational Services Department will explore more ways to make tutoring happen for foster and homeless youth in 2023-2024. Teachers who have these students in their classrooms will be invited to do the tutoring, and if they decline then other teachers on site can be invited. The idea is that a more localized model for recruiting teachers will be more successful.

The implementation of an Academic Seminar elective course for OAHS students who are struggling academically (see narrative regarding Comprehensive Support and Improvement) likely will improve academic outcomes for these students in all respects.

As mentioned earlier, we have work to do to expand utilization of Edu-Climber around the district. We will continue to provide training and support as needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	<p>We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready and thrive in a global society.</p> <p>State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 7 (Course Access: Conditions of Learning) Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

An explanation of why the LEA has developed this goal.

Our educational partners (students, parents, teachers, administrators, and community members) set "Future Ready" as a goal in the district's Strategic Plan. This group strongly feels that students need to participate in activities that focus on real-world events to make learning meaningful and relevant. Additionally, the Orcutt Academy School Advisory Council is very much interested in CTE programming being added to the menu of options for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career and Technical Education (CTE) Student Course Access	CTE classes have not been offered yet. In the 2021-2022 school year we plan to launch a CTE pathway in Information Communications Technology at OAHS as well as some CTE curriculum based on Project Lead the Way at OAK-8.	OAHS has launched a CTE pathway in Information Communications and Technology with two sections of AP Computer Science Principles. 47 OAHS students are participating.	<p>OAHS has begun a CTE pathway in Arts, Media, and Entertainment with sections of Introduction to Drama, Advanced Drama Production, and Technical Theatre. 81 OAHS students are participating.</p> <p>To its CTE pathway in Information</p>		OAHS has established a CTE pathway in Information Communications and Technology. All OAK-8 students, including at-promise students (EL, foster, homeless, low-income) have equitable access to CTE curriculum based on Project Lead the Way.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Communications and Technology, OAHS has added a section of Cybersecurity and continued one section of AP Computer Science Principles. 27 OAHS students are participating.</p>		
<p>Number of course/enrichment offerings that focus on future ready skills</p>	<p>OAHS has an established FIRST Robotics Team with a long record of success in regional and worldwide competition. OAK-8 has a FIRST Lego League Team that in the past has qualified for regional competition. E-sports are being planned to start in the 2021-2022 school year.</p>	<p>Due to the continuance of COVID-19, a FIRST Lego League season and competition could not occur this fall. The OAHS Robotics Team convened a Lego League demonstration by Zoom that involved two district schools.</p> <p>The OAHS Robotics Team had an exceptional season. The team qualified twice for the FIRST World Championships in Houston in April 2022: by winning the Chairman's Award at the Central Valley Regional and by making the finals of the Ventura Regional.</p>	<p>FIRST Lego League for elementary and junior high schools resumed in the fall with the support of the OAHS First Robotics Team. Four district schools had programs on site, three district schools participated in a local tournament, and two teams from one school advanced to the regionals. The district is seeking to expand participation in 2023-2024.</p> <p>The OAHS Robotics Team had an excellent season but fell short of qualifying for the 2023 FIRST World Championships.</p>		<p>OAK-8 and OAHS continue their participation in FIRST Lego League and FIRST Robotics respectively while adding e-sports to offerings for students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		The Spartatroniks squad then was part of a coalition that made the semifinals for the World Championships.			
Spring 2021 districtwide SAMR Survey by school administrators (analysis of level of use of technology in classroom lessons) identified technology use in the classroom as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	<p>Survey results indicating the level of technology use in class at the time of the administrator visit:</p> <p>1.69% Redefinition 13.56% Modification 66.10% Augmentation 18.64% Substitution (19.18% technology not in use)</p> <p>52% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>	<p>The SAMR Survey was administered by OUSD school administrators in Spring 2022. Based on 117 classroom visits, results are as follows:</p> <p>3.42% Redefinition 12.82% Modification 34.19% Augmentation 23.08% Substitution (26.50% Technology not in use)</p> <p>55.56% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>	<p>The SAMR Survey was administered by school administrators in Spring 2023. Based on 104 classroom visits, results are as follows:</p> <p>3.85% Redefinition 17.31% Modification 25.96% Augmentation 21.15% Substitution (31.73% Technology not in use)</p> <p>48.57% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>		Evidence of transformational use of technology (Modification or Redefinition) will increase by 20%.
Digital Citizenship Accounting Survey	Teachers are asked to utilize Common Sense Media (or similar) curriculum to teach Digital Citizenship	Some content on digital citizenship has been integrated into OAHS Spartan Homeroom and	Some secondary classes have presented a special lesson created by district consultant		All teachers will teach at least five digital citizenship lessons to students each school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	skills to students. Currently, participation is not recorded.	classroom instruction at OAK-8.	Kristen Miller on the topic of social media and digital citizenship, and lessons from Common Sense Media have been showcased to district teachers. No data on how frequently digital citizenship has been taught is available.		
Student-computer device/internet access ratio	Each student at OAK-8 and OAHS is given a district computer device (iPad/Chromebook) to use at home and at school. WiFi hot spots are available to families who do not have internet access.	The OUSD Technology Department has provided a device to all Orcutt Academy students and a WiFi hot spot to families with no internet access.	The OUSD Technology Department has continued to provide all OUSD students with a device and a WiFi hot spot to families with no internet access. The district is working with Santa Barbara County and other local agencies seeking to bring broadband access to the community.		Expand technology access so all Orcutt Academy students are given a computer device to use at home and at school. A hotspot will be available to families who do not have internet access.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Programming	OAHS will launch a Career and Technical Education (CTE) pathway in the industry of Information Communications and Technology. OAK-8 will implement CTE curriculum based on the Project Lead the Way unit	\$66,506.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Design and Modeling. Equitable course access will be available for at-promise students (foster, homeless, EL, low income).		
2.2	Focus on Future Ready Enrichment Opportunities	E-sports will be available to high school and junior high students with equitable access to students in at-promise groups (foster, homeless, low income, EL). Additional opportunities will be available such as coding, digital media, etc. to all students in all grade levels again with equitable access to students in at-promise groups (foster, homeless, low-income, EL).	\$28,000.00	Yes
2.3	Professional Development in Integration of Technology for Future Ready Skills	Teachers will receive professional development in the integration of technology for future-ready skills by TOSAs, consultants, outside workshops/conferences. Priority will be given to technology and PD that focuses on needs of at-promise learners including homeless, foster, EL, low income and students with disabilities.	\$5,500.00	Yes
2.4	Technology Devices/Access for Students	Each student will be issued a technology device (Chromebook or iPad) to be used at home and at school. Hotspots will be available for students who do not have adequate access to wifi. If wifi cannot be accessible at home, arrangements will be made so that students can be on campus additional time to be able to access wifi.	\$20,000.00	Yes
2.5	Creative Learning Environments	Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were faithful to the action plan as written with the following elaborations or exceptions:

- 2.2 Focus on Future Ready Enrichment Opportunities. Challenges with time and logistics have kept us from expanding e-sports to junior high school grades (at OAK-8 and elsewhere). In 2023-2024 we will work on providing at least one-off occasions for junior high students to experience e-sports.
- 2.5 Creative Learning Environments. The district has worked this year on outdoor learning areas and will be installing a shade structure on the Los Alamos campus this summer.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 2.1 CTE Programming, \$87,443 in estimated actual expenditures, \$34,443 more than budgeted. During the year OAHS added a CTE pathway in Arts, Media, and Entertainment (Performing Arts) that resulted in a greater than anticipated expense.
- 2.2 Focus on Future Ready Enrichment Opportunities, \$34,935 in estimated actual expenditures, \$6,935 more than budgeted. Expenses for equipment for E-sports were more than anticipated.
- 2.3 Professional Development in Integration of Technology for Future Ready Skills, \$2,886 in estimated actual expenditures, \$2,614 less than budgeted. Other budget sources (Educator Effectiveness funding) were utilized to defray the cost of technology professional development. Additionally, technology PD needed to be curtailed because of limited time and limited substitute teachers available to release staff staff to participate.
- 2.4 Technology Devices for Students, \$25,892 in estimated actual expenses, \$10,892 more than budgeted. The charter's share of the cost of providing technology devices was higher than budgeted due to increased device costs and increased charter enrollment.

An explanation of how effective the specific actions were in making progress toward the goal.

Orcutt Academy High School is making good progress in CTE with the implementation of a capstone course for its Information Communications and Technology (Networking) pathway, CTE Cybersecurity, and the addition of a CTE pathway in Arts, Media, and Entertainment (Performing Arts). More students at OAHS now are participating in CTE courses, and we have plans for more pathways in the future.

E-sports has become a popular and valued outlet for participating students, as OAHS teams qualified for CIF post-season competition this year. Additionally, students involved in the shoutcasting component of e-sports have gained valuable skills in public speaking and live-streaming.

The district's implementation of technology devices for students continues to be successful, as the devices are integral to student learning. That said, professional development in integration of technology has emerged as a need. The SAMR Survey conducted this spring showed a growing percentage of lessons in which technology was not in use (31.73%, up from 26.50% in 2022) and a declining percentage of lessons in which technology use had a "somewhat or direct" connection to the lesson (48.57%, down from 55.56% in 2022).

In LCAP Survey 2, which invited district interest holders to provide feedback on the effectiveness of actions proposed for this section, the following actions were rated as the most effective:

- Career and Technical Education (CTE) classes/offerings for secondary students, 87.89% effective or highly effective
- Distribution of technology devices to all students, 84.85% effective or highly effective
- Professional development in technology, 69.69% effective or highly effective

The following actions were rated as less effective:

- E-sports offerings for secondary students, 39.39% effective or highly effective

Finally, these actions registered relatively large percentages of responses indicating no opinion:

- E-sports offerings for secondary students, 15.15% no opinion

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on available career opportunities, the district and OAHS would like to develop a CTE pathway in Health Sciences and Medical Technology. Partnerships with Allan Hancock College and Dignity Health likely would support such a pathway.

Due to the data yielded in association with this goal and input from interest holders, the district will make more time for professional development in technology in 2023-2024. The executive director of technology and educational services has assembled a task force of teachers and administrators to provide guiding input on next steps for technology. Regarding professional development, members of the task force are requesting to learn more about applications associated with district adopted programs and the district's student information system (Aeries) as well as commonly used productivity tools such as Google Suite. In the words of one task force member, "We are interested in anything to help students learn better."

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	<p>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.</p> <p>State Priorities: Priority 1 (Basic: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Priority 7 (Course Access: Conditions of Learning) Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

An explanation of why the LEA has developed this goal.

The teacher educational partner group shared that continuing weekly PLC opportunities is essential. Parents noted that access to intervention is important for at-risk students. Teachers noted that being able to have a schedule which allows for each student to have the opportunity to get the skills he/she needs (intervention/extension) is important. Administrators, teachers, parents and community members discussed the benefits of having certificated P.E. and music teachers who work with students during one session of teacher PLC time each week.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of times per week teachers meet in a PLC group	<p>OAK-8 teachers meet twice weekly in PLC groups.</p> <p>OAHS teachers meet weekly in PLC groups.</p>	<p>OAK-8 teachers are meeting twice weekly in PLC groups based on grade-level clusters.</p> <p>OAHS teachers are meeting once weekly in departmental PLC groups.</p>	<p>OAK-8 teachers are meeting twice weekly in grade-level PLC groups.</p> <p>OAHS teachers are meeting once weekly in departmental PLC groups.</p>		<p>OAK-8 teachers will meet twice weekly in PLC groups.</p> <p>OAHS teachers will meet weekly in PLC groups.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PLC Self-Rating Device - (teachers districtwide rating competency in grade-level team or department team in relation to key components of PLCs)	Scores 1-5 (1= low, 5 = high) 3.86 Essential Standards 3.94 PLC Teams 3.56 Use of Data 3.61 Use of Common Formative Assessments 3.18 Use of RTI/MTSS for Intervention	The self-rating device for PLCs was administered in Spring 2022. Scores 1-5 (1= low, 5 = high) Los Alamos PLCs (OAK-8 & Olga Reed) 3.8 Essential Standards 4.0 PLC Teams 4.0 Use of Data 3.0 Use of Common Formative Assessments 3.3 Use of RTI/MTSS for Intervention OAHS PLCs 3.6 Essential Standards 3.6 PLC Teams 3.0 Use of Data 3.1 Use of Common Formative Assessments 3.7 Use of RTI/MTSS for Intervention	The self-rating device for PLCs was administered in Spring 2023. Scores 1-5 (1= low, 5 = high) Los Alamos PLCs (OAK-8 & Olga Reed) 4.7 Essential Standards 4.5 PLC Teams 4.2 Use of Data 3.2 Use of Common Formative Assessments 4.0 Use of RTI/MTSS for Intervention OAHS PLCs 4.0 Essential Standards 4.0 PLC Teams 3.6 Use of Data 3.4 Use of Common Formative Assessments 4.6 Use of RTI/MTSS for Intervention		Using the PLC Self-Rating Device, teachers will rate competency of grade-level or department PLC teams above 4 in each area.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Restructuring Instructional Time	Time is built into the school day for all teaches to meet weekly for at least 60 minutes. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-promise groups (English Learners, foster, homeless, low income, special education). The executive director of curriculum & instruction and TOSAs will analyze student intervention data regularly with a prioritized focus on at-promise students (English Learners, homeless, foster, low income, and students with special needs). Funds are used to compensate teachers for increasing their work day.	\$84,248.00	Yes
3.2	Professional Development in Universal Design for Learning	Administrators and teachers will receive inservice in Universal Design for Learning (UDL) to learn strategies to assist students in at-promise groups (SWD, foster, homeless, ELs, low-income) to successfully participate in instruction. Additionally, learning strategies such as Problem-Based Learning, Questioning, Literature Circles, Center-Based Learning, Socratic Seminars, etc. will be considered to engage students.	\$0.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were faithful to Action 3.1 but have not yet been able to implement Action 3.2. We have not had the needed time and focus to deliver districtwide professional development in Universal Design for Learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

The self-rating device for PLCs indicates some growth in the components of PLC work. At OAK-8, teams focused this school year on essential standards, and their self-ratings in that area improved substantially. At OAHS, teams also posted improved self-ratings for essential standards, use of data, and use of RTI/MTSS for intervention. This said, because it has been years since the last time the district provided professional development in PLCs, it is felt that teachers would benefit from professional development and modeling in the tenets of PLC work.

In LCAP Survey 2, which invited school interest holders to provide feedback on the effectiveness of actions proposed for this section, the following action was rated as the most effective:

- Time for teachers to meet in Professional Learning Communities (PLCs), 64.71% effective or highly effective

The following action was rated as less effective:

- Professional development for staff in mental/physical wellness, 55.88% effective or highly effective

Finally, the following actions registered a relatively large percentage of responses indicating no opinion:

- Time for teachers to meet in Professional Learning Communities (PLCs), 11.76% no opinion
- Training for staff in Universal Design for Learning, 11.76% no opinion

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2023-2024 the district and its schools need to revisit protocols for Professional Learning Community (PLC) work. PLCs are the primary venue for progress monitoring in all subjects, 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 and modeling will be pivotal. The district will send Teachers on Special Assignment and possibly additional teachers to a Professional Learning Communities at Work Institute in September 2023.

Universal Design for Learning remains a priority because it will support the district's efforts with inclusion of students with disabilities. The Core Management Team has planned a training in June at which it will learn about best practices for inclusion and map out an action plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	<p>We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion, fostering engaged, supported, and challenged students.</p> <p>State Priorities: Priority 3 (Parental Involvement: Engagement), Priority 5 (Pupil Engagement: Engagement), Priority 6 (School Climate: Engagement), Priority 8 (Other Pupil Outcomes: Pupil Outcomes) Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

An explanation of why the LEA has developed this goal.

All educational partners (students, parents, teachers, administrators, and community members) stated that student mental wellness is important. Students' emotional and mental health for some time has been a prominent topic at Orcutt Academy School Advisory Council meetings at which Safe Schools Plans and the OA LCAP have been discussed. The COVID-19 pandemic and its impact on students has added to the urgency of this discussion.

In a Spring 2021 survey, 73% of stakeholders indicated that "maintain a positive school climate" is a high priority and 53% indicated that "increase student engagement" is a high priority.

Teachers commented that the state's definition of attendance (engagement) during the pandemic does not reflect authentic involvement by the student in school. They noted that students with anxiety or other emotional issues might just appear on a class Zoom for a few minutes and/or not feel comfortable using their video. Teachers recommend a focus on students' emotional wellness in the years to come.

In a student survey for the Single School Plan conducted in Fall 2020, students were asked to determine if, "At my school and during distance learning, there is a teacher or other adult who really cares about me." The percentages of students indicating this statement was "pretty much true" or "very much true" were 85% at OAK-8 and 71% at OAHS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate - SIS	<p>In the 2019-2020 school year, the monthly average attendance rate until school closure was 96.3% for OAK-8 and 96.1% for OAHS.</p> <p>In the 2020-2021 school year from September - February, the monthly average "engagement: rate" was 98.0% for OAK-8 and 98.2% for OAHS.</p>	Attendance has declined due to COVID-19, quarantining, and challenges with short-term independent study. The Academy's attendance rate for 2021-2022 to date is 93.16%.	Attendance is up a bit from 2021-2022, but still lower than it was pre-COVID. The Academy's attendance rate for 2022-2023 to date is 93.80%.		Monthly Average Attendance Rate of 97% or higher.
Suspension Rate	<p>Student Group Suspension Information as reported by the Data Quest website for the 2019-2020 school year (including school closure time):</p> <p>1.5% - All Students 0.9% - Hispanic or Latino 1.5% - White 2.4% - Two or More Races 0% - English Learners</p>	<p>To date this school year we have the following suspension rates (17 students have been suspended):</p> <p>2.4% - All Students 0.0% - African American 0.0% - American Indian 0.0% - Asian 2.9% - Filipino 2.6% - Hispanic or Latino 2.4% - White 1.1% - Two or More Races</p>	<p>To date in the 2022-2023 school year we have the following suspension rates (170 students have been suspended):</p> <p>2.38% - All Students 0.00% - African American 0.00% - American Indian 0.00% - Asian 0.00% - Filipino 3.43% - Hispanic or Latino 1.61% - White 3.33% - Two or More Races</p>		Decrease suspension rate for "All Students" group and student groups above 1% to 1% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1.1% Socioeconomically Disadvantaged NA% - Foster Youth NA% - Homeless 2.5% - Students with Disabilities	5.0% - English Learners 4.1% Socioeconomically Disadvantaged 0.0% - Foster Youth 0.0% - Homeless 4.6% - Students with Disabilities	0.00% Declined to State 0.00% - English Learners 2.24% Socioeconomically Disadvantaged 0.00% - Foster Youth 0.00% - Homeless 5.00% - Students with Disabilities		
Expulsion Rate	No expulsions	No expulsions	No expulsions		No expulsions
Orcutt Academy Parent Survey (LCAP Survey 1)	Level of School-Home Communication Spring 2021 Parent Survey 43.3% - Excellent 43.3% - Good 11.3% - Fair 2.0% - Poor	School Communication Level Spring 2022 Parent Survey School Communication Level 40.7% - Excellent 37.3% - Good 18.7% - Fair 3.4% - Poor	School Communication Level Spring 2023 Parent Survey School Communication Level 50.98% - Excellent 39.22% - Good 9.80% - Fair 0.00% - Poor		90% of parents will indicate that the school communication level is Excellent/Good.
Physical Fitness Test - Healthy Fitness Zone (HFZ)	2018-2019 Percent of Students in HFZ Grade 5 75.0% - Aerobic Capacity 56.2% - Body Composition	State fitness testing was administered this spring, but the body composition requirement was removed and the reporting of student performance using the Healthy Fitness Zones	The state has not released data from 2022 state fitness testing. The focus of the testing is now on student participation.		The percent of students scoring in the HFz will increase by 4% (or to 80%) for all areas below 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	93.8% - Abdominal Strength 100% - Trunk Extension Strength 68.8% - Upper Body Strength 62.5% - Flexibility Grade 7 47.4% - Aerobic Capacity 47.4% - Body Composition 84.2% - Abdominal Strength 100% - Trunk Extension Strength 47.4% - Upper Body Strength 47.4% - Flexibility Grade 9 76.4% - Aerobic Capacity 75.7% - Body Composition 98.6% - Abdominal Strength 98% - Trunk Extension Strength 88.5% - Upper Body Strength 87.8% - Flexibility	is not required. The focus of state fitness testing results will be student participation.			
Chronic Absenteeism	2018-2019 Chronic Absenteeism Rate 8.7% - All Students	2021-2022 Chronic Absenteeism Rate 21.33% - All Students	2022-2023 Chronic Absenteeism Rate (as of May 2, 2023)		Chronic Absenteeism will decrease by 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	17.9% - English Learners NA - Foster Youth NA - Homeless 14.2% - Socioeconomically Disadvantaged 16.2% - Students with Disabilities	40.0% - English Learners 33.3% - Foster Youth 0% - Homeless 30.5% - Socioeconomically Disadvantaged 24.2% - Students with Disabilities	15.90% - All Students 15.00% - English Learners 20.00% - Foster Youth 0.00% - Homeless 21.00% - Socioeconomically Disadvantaged 18.30% - Students with Disabilities		for each student subgroup.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Counseling Services	Continue counseling services at OAHS with guidance counselors hired by the district to provide support with academic planning, postsecondary planning, and social/emotional needs. Continue access by OAK-8 and OAS to a counselor who can assist with social/emotional needs and future planning. Priority for all counseling services to target the needs of English Learners, foster/homeless youth, and low-income students.	\$251,497.00	Yes
4.2	Focus on Attendance Data	With the direction and support of the district Educational Services Department, schools will collect and analyze attendance data monthly with a priority focus on at-promise student groups (low income, foster, homeless, English Learners, and students with special needs). School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) attendance incentive opportunities for individual students (again, with a priority focus on at-promise student groups: foster, homeless, English Learners, low-income, and students with special needs).	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Focus on Behavior/Suspension /Expulsion Data	Under the direction and with the support of the district Educational Services Department, schools will collect and analyze behavior referral, suspension, and expulsion data monthly with a priority focus on at-risk student groups (English Learners, foster, homeless, special education, low income students). School leadership teams will analyze this data at least monthly to evaluate and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-risk student groups: English Learners, foster, homeless, low income, and students with disabilities).	\$0.00	Yes
4.4	Provide credentialed PE teachers for TK-8 students	Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-8 at OAK-8. Class sizes larger than 50 students will receive support from a Classified instructional assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-risk students (English Learners, foster, homeless, low-income).	\$49,983.00	Yes
4.5	Arts Programming for Students (Action modified for 2023-2024)	Every student in grades K-6 will receive weekly classroom music instruction with a credentialed music teacher. This time will be coordinated with visual arts instruction and physical education to allow teachers to implement math intervention that could include reteaching, frontloading, individual tutoring, and/or an evidence-based intervention program. Every six weeks, this time will be devoted to a Professional Learning Community meeting in which teachers can assess student progress and plan best next steps. Professional development for music teachers will be available. The Orcutt Children's Arts Foundation will assist with funding for the art program. Providing PLC	\$69,901.00	Yes

Action #	Title	Description	Total Funds	Contributing
		time for teachers to discuss student performance will contribute to improving services for at-risk students which include homeless and foster youth, English Learners, and low-income students.		
4.6	Enrichment Opportunities (Action modified for 2023-2024)	Implementation of enrichment activities for students that provide new experiences, teach new skills, and contribute to social/emotional health. As possible, these activities also can incorporate creativity, critical thinking, collaboration, and communication. Activities to be planned in 2023-2024 include the district's swim lesson program for fourth graders, makerspace activities based in school libraries, and field trips. These experiences are important for all students, but especially important for at-risk students: foster, homeless, English Learners, low-income, and students with disabilities.	\$28,620.00	Yes
4.7	Social Emotional Learning Curriculum	Under the direction and with the support of the Educational Services Department, the Social, Emotional, and Ethical (SEE) Learning will be implemented as the district's curriculum for social/emotional learning. Teachers are being asked to deliver one SEE Learning lesson per month in 2023-2024. A team of three district educators has completed a yearlong SEE Learning facilitator certification course and will be on hand to guide implementation. School leadership teams will be able to provide input on implementation during the course of the school year. Funds will be spent on staff training, programs, release time, and materials.	\$20,000.00	Yes
4.8	Parent Square Home/School Communication Platform	Continue district/teacher/parent access to Parent Square	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.9	Social Worker (Action discontinued for 2022-2023)	A social worker will be added to the OUSD staff to target and meet the needs of students in at-risk groups (special education, homeless, foster, low-income, and English Learners). (An additional elementary counselor funded instead of a social worker. The position was not paid for out of LCAP funds. See note later in this section.)	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were faithful to the action plan as written with the following elaborations:

- 4.1 Counseling Services. For the 2022-2023 school year a guidance technician was hired to assist the two guidance counselors at OAHS. The guidance technician assists students with tasks such as college course registration, supports high school records and data, and communicates with students and families about meetings, tasks, and deadlines.
- 4.2 Focus on Attendance Data. Attendance data became part of a new data dashboard established for site administrators. This dashboard became the foundation for Principal Professional Learning Community (PLC) meetings held monthly throughout the year.
- 4.7 Social/Emotional Learning Curriculum. During the school year, we had three district educators take a SEE Learning facilitator certification course. Some teachers also did some piloting of SEE Learning. The program was adopted by our school board in May, and we stand ready to implement it fully in 2023-2024.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Following are explanations for items in which there is a difference between budgeted LCAP expenditures and estimated actual expenditures:

- 4.1 Counseling Services, \$328,578 in estimated actual expenditures, \$77,081 more than budgeted expenditures. A salary increase for certificated personnel (including counselors) resulted in expenditures that exceeded what had been anticipated.
- 4.4 Provide Credentialed P.E. Teachers for TK-6 Students, \$48,435 in estimated actual expenditures, \$4,820 more than budgeted. A salary increase for certificated personnel (including P.E. teachers) resulted in expenditures that exceeded what had been anticipated.
- 4.5 Art/Music Provided to Students While Teachers Are in PLC Meetings, no expenditures, \$18,693 less than budgeted. Other funding sources were utilized for this program.

- 4.6 Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.), \$26,902 in estimated actual expenditures, \$1,718 less than budgeted. Expenses for these programs came in slightly less than budgeted.
- 4.7 Social/Emotional Focus, \$2,640 in estimated actual expenditures, \$17,360 less than budgeted. Three staff participated in a yearlong SEE Learning facilitator certification course, and most teachers and administrators took a SEE Learning orientation course on the district's March 20 professional development day. The expenses needed for in-depth professional development in SEE Learning have not yet been incurred, however. Now that the district has adopted SEE Learning as a social/emotional learning curriculum, it can plan districtwide implementation in 2023-2024.
- 4.8 Parent Square Home/School Communication Platform, \$3,525 in estimated actual expenditures, \$475 less than budgeted. The district's renewal for Parent Square and associated professional development, and the charter's share of that, came in lower than anticipated.

An explanation of how effective the specific actions were in making progress toward the goal.

Attendance has not rebounded to pre-pandemic levels, as the overall Orcutt Academy attendance rate to date is 93.80% and 15.90% of students have been chronically absent. Despite efforts with attendance communication, incentives, and accountability, more work needs to be done to increase student attendance and reduce chronic absenteeism.

The suspension rate, while down a fraction from 2021-2022, remains high (2.38% overall), and notably above pre-pandemic levels. This underscores the need to continue working to promote, incentivize, and hold students accountable for positive behaviors.

Counseling services are critically important to have available for students. Schools have seen more students who need social/emotional support. All schools report an increased incidence of mental health issues among students, and counselors districtwide are in high demand. As an additional support to students, the district this school year began a collaboration with the Santa Barbara County Education Office on a Mental Health Student Services Act-funded program to provide students access to a community navigator. The community navigator was based at Orcutt Academy High School but was available to all schools to help the families of students with mental health issues access community-based care.

Parent Square is a hugely successful platform for school-home communication. It allows OAHS and OAK-8 to send text alerts, set up special groups for communication, and conduct two-way communication with parents, including parents with home languages other than English. It is hard to imagine how our district and schools were able to facilitate messages to large groups as well as two-way communication with parents (including parents with home languages other than English) without it.

Educational partners express that art and music instruction are a valued part of the OUSD educational program and physical education an important outlet for students. The Orcutt Children's Arts Foundation is regaining momentum lost during the pandemic and stands ready to support district initiatives in the arts. This spring, OCAF took over the district's spring play for elementary and junior high school students and staged a one-act comedy, "Goldilocks on Trial."

In LCAP Survey 2, which invited district interest holders to provide feedback on the effectiveness of actions proposed for this section, the following actions were rated as the most effective:

- Counseling services for students, 79.42% effective or highly effective
- Communication and accountability re student attendance, 73.53% effective or highly effective
- Music and art instruction for grades K-6, 73.53% effective or highly effective
- Vice-principal support at identified schools, 73.53% effective or highly effective
- Implementation of Positive Behavioral Interventions and Supports (PBIS), 67.64% effective or highly effective

The following action was rated as less effective:

- Community liaison support for identified families, 47.06% effective or highly effective

Finally, these actions registered relatively large percentages of responses indicating no opinion:

- Community liaison support for identified families, 23.53% no opinion
- Credentialed physical education teachers for grades TK-6, 20.59% no opinion
- Music and art instruction for grades K-6, 17.65% no opinion
- Vice-principal support at identified schools, 17.65% no opinion

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For a charter school that depends on maximal Average Daily Attendance (ADA) for funding, attendance needs to remain a priority in 2023-2024. Principals are developing a plan for improving attendance that includes communication to students and families, incentives for positive attendance, and processes such as truancy notification and SARB.

Continued work needs to be done to reduce severe behavior and suspensions. OAHS is looking to partner with Fighting Back Santa Maria Valley on a "Respect Day" event early in 2023-2024 that will involve students in re-envisioning their school culture and developing an action plan. The principle of "Respect Day" is that positive change is more likely when a substantial number of students are committed to it.

Action 4.5 has been changed to allow arts and P.E. programming to support math intervention at OAK-8. (For more information, see narrative for Goal 1.)

The district has added community liaison support, so this will help with family engagement. Liaisons are scheduling more on-campus availability so they can expand support given to students and families.

SEE Learning has been adopted as the district's social/emotional learning curriculum and will be implemented in 2023-2024. Teachers will be asked to deliver a monthly SEE Learning lesson to their students. At OAHS, Spartan Homeroom is seen as a suitable venue for this.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$426,605	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.50%	0.00%	\$0.00	5.50%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- CAASPP E/LA and math results/California School Dashboard: Actions 1, 3, 4, 5, 6, 9, 10, 11, 12
- English Learner progress on ELPAC: Actions 1, 4, 9
- English Learner redesignation rate: Actions 1, 9
- NWEA reading and math results: Actions 1, 3, 4, 5, 6, 9, 10, 11, 12

Action 1 (TOSAs): TOSAs will instruct and support teachers in the implementation of MTSS, targeted intervention, and implementation of Tier 1 and Tier 2 instruction. TOSAs will provide support for identification and training in effective, research-based interventions for at-risk students (English Learners, foster youth, homeless youth, and low-income students). Teachers and administrators report that TOSAs are very valuable in supporting teachers in their delivery of Tier 1 and Tier 2 curriculum. These stakeholders also report that the TOSAs' focus on intervention is essential.

Action 2 (Standards-based Materials): The district has selected materials with an eye to resources and supplementary supports for at-promise students (foster and homeless youth, English Learners, and low-income students).

Action 3 (MTSS): Student screening and assessment data will be analyzed specific to at-promise students (foster and homeless youth, English Learners, and low-income students). Teachers and administrators report that screening and monitoring progress of students within MTSS is essential in being able to know if every student is making satisfactory progress. Research shows that implementation of MTSS results in student academic growth.

Action 4 (PLCs): PLC meetings will focus on the needs of at-promise students (foster, homeless, English Learners, and low-income). Research shows that if teachers closely follow the PLC process, students will make progress.

Action 5 (On-site Intervention): Priority for targeted support through on-site intervention will be given to students in the at-promise groups (homeless, foster, English Learners and low-income). Teachers and administrators shared that our research-based SIPPS reading intervention program is successful in helping students learn to read.

Action 6 (Professional Consulting, Support Programs): Providing strategies in supporting at-promise students (English Learners, foster, homeless, and low income) will be the main focus of consultants and support programs.

Action 9 (Executive Director of Curriculum & Instruction): The executive director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, and low-income students, are receiving needed interventions and are making adequate progress. The executive director will regularly consult with site leadership teams to evaluate, monitor, and revise program structures to meet the needs of at-promise students, specifically English Learners, foster youth, homeless youth, and low-income students. Research shows that implementation of MTSS results in student academic growth.

Action 10 (Summer Programming): Students in at-promise groups (homeless, foster, English Learner, and low-income) will be given priority enrollment.

Action 11 (Extended Learning Opportunities - Instructional Assistant): The instructional assistant placed in the TK/K class at OAK-8 will enable the teacher to devote more attention and support to at-promise students in her class.

Action 12 (Program Specialist): The program specialist will focus on MTSS implementation that addresses the needs of students with special needs, English Learners, homeless and foster youth, and low-income students.

Goal 2: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Number of schools participating in FIRST Lego League: Action 2
- Number of schools/grade levels included in e-sports: Action 2
- District SAMR Survey: Actions 3, 4, 5
- Number of digital citizenship lessons completed: Action 3
- Number of CTE Career Exploration course offered to junior high school students: Action 1

Action 1 (CTE Programming): Equitable course access will be available for at-promise students (homeless, foster, English Learner, and low-income).

Action 2 (Future Ready Enrichment): Equitable access to enrichment opportunities will be available for at-promise students (homeless, foster, English Learner, and low-income). Parents and teachers commented that it is important to give equal access to students in at-promise groups.

Action 3 (Professional Development in Integration of Technology): Professional development topics will focus on the needs of at-promise students (foster, homeless, English Learner, and low-income).

Action 4 (Technology Devices/Access for Students): Provision of devices and hotspots (if needed) gives at-promise students an equitable opportunity for school success.

Action 5 (Creative Learning Environments): Staff continue to search for school, classroom, and program designs that best meet the needs of at-promise students (homeless, foster, English Learner, and low-income).

Goal 3: 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.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Frequency and number of PLC meetings: Action 1
- PLC Self-Rating Device: Action 1

Action 1 (Restructuring Instructional Time): The thrust is data collection and analysis, with special focus on data of students in at-promise groups (homeless, foster, English Learner, and low-income).

Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Attendance rate: Actions 1, 2, 3, 4, 8
- Chronic absenteeism rate: Actions 1, 2, 8
- Suspension rate: Action 3

Action 1 (Counseling Services): The priority for services will be to target the needs of students in at-promise groups (foster, homeless, low-income, and English Learner).

Action 2 (Focus on Attendance Data): Monitoring of attendance data will focus on students in at-promise groups (foster, homeless, low-income and English Learner).

Action 3 (Focus on Behavior/Suspension/Expulsion Data): Those included in analyzing data on positive behaviors, behavioral/discipline referrals, suspensions, and expulsions will focus on students in at-promise groups (foster, homeless, low-income, and English Learner).

Action 4 (PE Teachers to Provide Time for TK-8 teachers to Have PLC Meetings): The provision of this PE instruction is designed to afford teachers time to focus on targeted instruction prioritizing the needs of students in at-promise groups (foster, homeless, low-income, and English Learner). Research shows that if teachers closely follow the PLC process, students will make significant academic progress.

Action 5 (Art/Music Provided to Students While Teachers Implement Math Intervention): Art/music instruction coordinated with PE instruction (Action 4) gives teachers more time to plan effective instruction for students in at-promise groups (homeless, foster, English Learners, and low-income). Research shows that if teachers closely follow the PLC process, students will make significant academic progress. Also, research shows that providing students art and music instruction increases their understanding of core academic instruction.

Action 6 (Enrichment Opportunities): Visual arts, makerspace activities, STEAM activities, and other enrichment will give first priority for participation to students in at-promise groups (foster, homeless, low-income, and English Learner).

Action 7 (Social/Emotional Learning Curriculum): The priority here is on social/emotional curriculum that will address the needs of students in at-promise groups (foster, homeless, low-income, and English Learner).

Action 8 (Parent Square School-Home Communication Platform): This platform has proven invaluable as a mechanism for two-way communication between the school and the families of students in at-promise groups. The platform has the ability to send and field communication via text, email, and telephone message, so families can communicate in their preferred medium.

Action 9 (Social Worker): This action has been discontinued. Instead, an additional elementary counselor was hired using non-LCAP funds.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Supplemental Local Control Funding Formula Funds for the 2023-2024 school year are calculated based on the unduplicated pupil count.

The Orcutt Academy will offer a variety of programs and supports specifically for unduplicated pupils [English Learners, foster youth, low-income pupils, and re-designated English Learners (Fluent English Proficient)]. These include Teachers on Special Assignment (TOSA) who will focus on content instruction at every school site including English Language Development for English Learners. Additional support for English Learners will include bilingual community liaisons/support staff. Other programs and supports include technology specifically targeting access to computers and the internet, access to devices and/or internet outside of the school day, counseling/mental health support for students, resources provided by a social worker, data collection for targeted instruction and progress monitoring, intervention programs, foster youth individual/small group tutoring, positive attendance support, and positive behavior intervention support. The Orcutt Union School District is continuing to research and pilot effective Multi-Tiered Systems of Support (MTSS) strategies for both academic achievement and behavior as it moves forward with implementing MTSS districtwide. As part of this, Teachers on Special Assignment (TOSAs) will work closely with site administration and leadership teams to identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged. Services will be coordinated and student progress monitored by the Executive Director of Educational Services.

At OAK-8 the Academy will offer additional instruction with specialists in the areas of music, physical education, and art/makerspace (reported below) that will enable teachers to flexibly group their students and reduce class size, thereby allowing for small-group and individual instruction for at-risk students (English Learners, homeless, foster, low-income) along with focused collaboration time through Professional Learning Communities once a week to focus on Tier 1 instruction. On the agenda for these meetings are planning intervention groups, English Language Development instruction, reading "focus folders", discussion of student data, grouping students, and discussion of PDSAs based on student learning data.

The Academy also will offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students. These services include collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and districtwide benchmark assessments to monitor the progress of all students.

A number of our actions serve specific student populations, but are implemented schoolwide. A large body of research exists that stipulates programs are more effective when delivered in a systematic process. The justification for schoolwide implementation of these practices is the importance of making an impact on the learning environment and climate of the school as a whole which will have a disproportionately positive impact on the targeted subgroups. These services are the most effective use of our funds because they enable us to target instruction specific to each student's individual needs and they maximize the time of our professionals to collaborate in support of student

learning. Specifically, we use visual arts, classroom music instruction, and elementary physical education instruction as ways to systematically and systemically address the needs of specific student populations. In addition to the benefit to students receiving instruction in physical education, classroom music, and visual arts, during this time teachers are meeting in Professional Learning Communities to discuss student learning with a focus on student achievement data.

The following instructional strategies/methodologies will be used to increase or improve services for all students based on research based best practices:

- Release time for our teachers to meet in Professional Learning Communities to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged.
- Weekly classroom music instruction for OAK-8 students in grades K-6. Research shows music education prepares students to learn, facilitates student academic achievement and develops the creative capacities for lifelong success. Music facilitates learning in other subjects and enhances skills that children inevitably use in other areas. It is found to have a positive effect on language development, an increased IQ, spatial-temporal skills, and overall the brain works harder when learning the skills required for music (Cutietta, Hamann, Walker, 1995 & Rauscher, 1996).
- For OAK-8, Physical Education instruction from a credentialed PE teacher. The physically active child is more likely to be academically motivated, alert, and successful. In the primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem solving competencies (The National Association for Sport and Physical Education (NASPE). Every student in grades TK-6 will receive instruction in music and physical education, and seventh and eighth graders will receive instruction in PE, but this time also will be utilized for small-group instruction to target needed skills, assessment of student progress via progress monitoring and benchmark assessments, and teacher collaboration around intervention instruction.
- Continuation of the Parent Square school-home communication platform to facilitate everyday communication, meaningful interaction, and participation in decision making by stakeholders.
- All online programs are web-based and available to students 24 hours a day, 7 days a week. Programs currently are used for homework, independent study, writing, as an in-class instructional tool, and can be used to target skill development and as an intervention program.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The Orcutt Academy does not receive concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$502,582.00	\$384,354.00			\$886,936.00	\$745,782.00	\$141,154.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher on Special Assignment (TOSA) Support	English Learners Foster Youth Low Income	\$64,904.00				\$64,904.00
1	1.2	Standards-Based Materials	All		\$15,000.00			\$15,000.00
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	English Learners Foster Youth Low Income		\$10,000.00			\$10,000.00
1	1.4	Professional Learning Communities (PLCs)	English Learners Foster Youth Low Income	\$6,000.00				\$6,000.00
1	1.5	On-Site Intervention	English Learners Foster Youth Low Income	\$44,864.00				\$44,864.00
1	1.6	Professional Consulting, Support Programs	English Learners Foster Youth Low Income		\$15,000.00			\$15,000.00
1	1.7	English Language Development (ELD) Support	English Learners	\$11,269.00				\$11,269.00
1	1.8	Extra Support for Foster/Homeless Students	Foster Youth	\$11,978.00				\$11,978.00
1	1.9	Executive Director of Curriculum & Instruction	English Learners Foster Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Implementation of Summer Extended Learning Opportunities (Action modified for 2023-2024)	English Learners Foster Youth Low Income		\$55,745.00			\$55,745.00
1	1.11	Extended Learning Opportunities - Instructional Assistant	English Learners Foster Youth Low Income		\$8,921.00			\$8,921.00
1	1.12	Program Specialist	English Learners Foster Youth Low Income		\$15,000.00			\$15,000.00
2	2.1	CTE Programming	English Learners Foster Youth Low Income		\$66,506.00			\$66,506.00
2	2.2	Focus on Future Ready Enrichment Opportunities	English Learners Foster Youth Low Income		\$28,000.00			\$28,000.00
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	English Learners Foster Youth Low Income		\$5,500.00			\$5,500.00
2	2.4	Technology Devices/Access for Students	English Learners Foster Youth Low Income		\$20,000.00			\$20,000.00
2	2.5	Creative Learning Environments	All	\$0.00				\$0.00
3	3.1	Restructuring Instructional Time	English Learners Foster Youth Low Income	\$84,248.00				\$84,248.00
3	3.2	Professional Development in Universal Design for Learning	English Learners Foster Youth Low Income	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Counseling Services	English Learners Foster Youth Low Income	\$126,815.00	\$124,682.00			\$251,497.00
4	4.2	Focus on Attendance Data	English Learners Foster Youth Low Income	\$0.00				\$0.00
4	4.3	Focus on Behavior/Suspension/Expulsion Data	English Learners Foster Youth Low Income	\$0.00				\$0.00
4	4.4	Provide credentialed PE teachers for TK-8 students	English Learners Foster Youth Low Income	\$49,983.00				\$49,983.00
4	4.5	Arts Programming for Students (Action modified for 2023-2024)	English Learners Foster Youth Low Income	\$69,901.00				\$69,901.00
4	4.6	Enrichment Opportunities (Action modified for 2023-2024)	English Learners Foster Youth Low Income	\$28,620.00				\$28,620.00
4	4.7	Social Emotional Learning Curriculum	English Learners Foster Youth Low Income		\$20,000.00			\$20,000.00
4	4.8	Parent Square Home/School Communication Platform	All	\$4,000.00				\$4,000.00
4	4.9	Social Worker (Action discontinued for 2022-2023)	All		\$0.00			\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$7,759,919	\$426,605	5.50%	0.00%	5.50%	\$498,582.00	0.00%	6.43 %	Total:	\$498,582.00
								LEA-wide Total:	\$498,582.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$498,582.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$64,904.00	0%
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.4	Professional Learning Communities (PLCs)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	0%
1	1.5	On-Site Intervention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$44,864.00	0%
1	1.6	Professional Consulting, Support Programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.7	English Language Development (ELD) Support	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$11,269.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Extra Support for Foster/Homeless Students	Yes	LEA-wide Schoolwide	Foster Youth	All Schools	\$11,978.00	0%
1	1.9	Executive Director of Curriculum & Instruction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.10	Implementation of Summer Extended Learning Opportunities (Action modified for 2023-2024)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.11	Extended Learning Opportunities - Instructional Assistant	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.12	Program Specialist	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
2	2.1	CTE Programming	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%0%
2	2.4	Technology Devices/Access for Students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OA Independent Study		0%
3	3.1	Restructuring Instructional Time	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$84,248.00	0%
3	3.2	Professional Development in Universal Design for Learning	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	0%
4	4.1	Counseling Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	\$126,815.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	4.2	Focus on Attendance Data	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	0%
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	0%
4	4.4	Provide credentialed PE teachers for TK-8 students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$49,983.00	0%
4	4.5	Arts Programming for Students (Action modified for 2023-2024)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$69,901.00	0%
4	4.6	Enrichment Opportunities (Action modified for 2023-2024)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$28,620.00	0%
4	4.7	Social Emotional Learning Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$785,964.00	\$860,656.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	\$57,086.00	\$92,429
1	1.2	Standards-Based Materials	No	\$15,000.00	
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	\$10,000.00	0
1	1.4	Professional Learning Communities (PLCs)	Yes	\$6,000.00	1800.00
1	1.5	On-Site Intervention	Yes	\$26,278.00	\$16,546
1	1.6	Professional Consulting, Support Programs	Yes	\$15,000.00	\$18,000
1	1.7	English Language Development (ELD) Support	Yes	\$9,125.00	\$22,291
1	1.8	Extra Support for Foster/Homeless Students	Yes	\$8,533.00	0
1	1.9	Executive Director of Curriculum & Instruction	Yes	0	0
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes	\$55,000.00	\$64,106

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Extended Learning Opportunities - Instructional Assistant	Yes	\$16,769.00	0
1	1.12	Program Specialist	Yes	\$15,000.00	
2	2.1	CTE Programming	Yes	\$53,000.00	\$87,443
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	\$28,000.00	\$34,935
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	\$5,500.00	\$2,886
2	2.4	Technology Devices/Access for Students	Yes	\$15,000.00	\$25,892
2	2.5	Creative Learning Environments	No	\$0.00	0
3	3.1	Restructuring Instructional Time	Yes	\$84,248.00	\$84,248
3	3.2	Professional Development in Universal Design for Learning	Yes	\$0.00	0
4	4.1	Counseling Services	Yes	\$251,497.00	\$328,578
4	4.2	Focus on Attendance Data	Yes	\$0.00	0
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Provide credentialed PE teachers for TK-8 students	Yes	\$43,615.00	\$48,435.00
4	4.5	Arts Programming for Students	Yes	\$18,693.00	
4	4.6	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	\$28,620.00	\$26,902
4	4.7	Social Emotional Focus	Yes	\$20,000.00	2640.00
4	4.8	Parent Square Home/School Communication Platform	No	\$4,000.00	\$3,525
4	4.9	Social Worker (Action discontinued for 2022-2023)	No	\$0.00	0.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$413,895	\$409,013.00	\$413,895.00	(\$4,882.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	\$57,086.00	\$45,208.56	0%	
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	0.00	0.00	0%	
1	1.4	Professional Learning Communities (PLCs)	Yes	\$6,000.00	\$43,266.77	0%	
1	1.5	On-Site Intervention	Yes	\$26,278.00		0%	
1	1.6	Professional Consulting, Support Programs	Yes	0.00		0%	
1	1.7	English Language Development (ELD) Support	Yes	\$9,125.00	\$22,291.19	0%	
1	1.8	Extra Support for Foster/Homeless Students	Yes	\$8,533.00	0.00	0%	
1	1.9	Executive Director of Curriculum & Instruction	Yes	0.00	0.00	0%	
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes	0.00	0.00	0%	
1	1.11	Extended Learning Opportunities - Instructional Assistant	Yes	0.00	0.00	0%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Program Specialist	Yes	0.00	0.00	0%	
2	2.1	CTE Programming	Yes	0.00	0.00	0%	
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	0.00	0.00	0%	
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	0.00	0.00	0%0%	
2	2.4	Technology Devices/Access for Students	Yes	0.00	0.00	0%	
3	3.1	Restructuring Instructional Time	Yes	\$84,248.00	\$84,248.31	0%	
3	3.2	Professional Development in Universal Design for Learning	Yes	0.00	0.00	0%	
4	4.1	Counseling Services	Yes	\$126,815.00	\$147,236.96	0%	
4	4.2	Focus on Attendance Data	Yes	0.00		0%	
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes	0.00		0%	
4	4.4	Provide credentialed PE teachers for TK-8 students	Yes	\$43,615.00	\$48,434.35	0%	
4	4.5	Arts Programming for Students	Yes	\$18,693.00	\$23,208.86	0%	
4	4.6	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	\$28,620.00		0%	
4	4.7	Social Emotional Focus	Yes	0.00		0%	

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$7,422,787	\$413,895	0.00%	5.58%	\$413,895.00	0.00%	5.58%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



HUMAN RESOURCEs MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Susan Salucci
Assistant Superintendent, Human Resources

BOARD MEETING DATE: June 7, 2023

BOARD AGENDA ITEM: Adopt Initial Collective Bargaining Proposal with California School Employee Association Orcutt Chapter #255 for a 2023-2024 Successor Agreement

BACKGROUND: In accordance with law, the District’s initial “sunshine” proposal for negotiations must be adopted by the Board at a public meeting. The proposal is available for review at the District Office and to allow the public opportunity to comment on the District’s proposal a public hearing will be held this evening. Following the public hearing and Board ratification of this proposal, negotiations may commence.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the District’s initial proposal for negotiations with California School Employee Association Orcutt Chapter #255 for a 2023-2024 Successor Agreement.

FUNDING: The financial impact will be determined by the final agreement reached between the District and California School Employee Association Orcutt Chapter #255.

Orcutt Union School District

Governing Board Initial Collective Bargaining Proposal To California School Employees Association (CSEA) Orcutt Chapter 2023 - 2024

The Orcutt Union School District Governing Board presents its initial proposal for 2023 – 2024 reopens to the 2022 – 2025 collective bargaining agreement between the District and the California School Employees Association (CSEA) Orcutt Chapter #255.

The Board presents this initial proposal to enable members of the public to be informed about the issues that will be negotiated and to have an opportunity to express their views on the issues to the District Governing Board.

The District proposes to negotiate the following articles to address current operations and expected needs of the District due to budget and funding concerns:

1. Article 15 – Compensation
2. Article 12 - Leaves



HUMAN RESOURCES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Susan Salucci
Assistant Superintendent, Human Resource

BOARD MEETING DATE: June 7, 2023

BOARD AGENDA ITEM: Accept 2023/2024 Initial Collective Bargaining Proposal from California School Employee Association an its Orcutt Chapter #255

BACKGROUND: California School Employees Association has presented the Board with their initial proposal for negotiations for the 2023/2024 school year. The initial proposal is attached.

RECOMMENDATION: It is recommended that the Board of Trustees accept the initial proposal for negotiations for the 2023/2024 school year from California School Employee Association and its Orcutt Chapter #255

FUNDING: The financial impact will be determined by the final agreement reached between the District and California School Employees Association and its Orcutt Chapter #255.

The California School Employees Association and its Orcutt Chapter #255 to Orcutt Union School District for Negotiations 2023/2024 School Year

The California School Employees Association and Orcutt Chapter #255 (CSEA) present their initial proposal for a reopener contract under the provisions of the current bargaining agreement. It is CSEA's intent to alter or amend the following articles as indicated, and present our proposals for public discussion in accordance with Government Code § 3547:

Article 14 – Employee Expenses and Materials

CSEA intends to review, clarify, and potentially enhance language contained within this article to update or upgrade employee apparel for improved safety.

Article 15 – Compensation

CSEA intends to review, clarify, and potentially enhance language contained within this article. CSEA wants to continue attracting and retaining the best classified staff to serve the District, students, and community. Therefore, CSEA seeks a fair and equitable increase to the wages of classified staff and access to affordable health care benefits.

Article 22 – Professional Growth

CSEA intends to review, clarify, and potentially enhance compensation language contained within this article to continue attracting and retaining the best classified staff to serve the District, students, and community.

Subject to the appropriate notice requirements under the law and CSEA policies, CSEA reserves the right to open additional articles upon mutual agreement of the parties.

Respectfully,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Diane Wilkinson
Labor Relations Representative

Cc: Shirley Juarez, Chapter President; Jerry White, Regional Representative; Don Snyder, Area I Director; Espie Medellin, Field Director; Alexander Moore, Senior Labor Relations Representative; Diane Wilkinson, Labor Relations Representative; file.



HUMAN RESOURCES MEMORANDUM

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

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: June 7, 2023

BOARD AGENDA ITEM: SBCSELPA Community Advisory Committee (CAC)

BACKGROUND: The Community Advisory Committee (CAC) is a SBCSELPA committee that encompasses parents, educators within special education, and community agencies.

The CAC supports the bylaws and procedures outlined in the SBCSELPA Local Plan. The Santa Barbara County Local Plan ensures a free appropriate public education (FAPE) for all individuals with exceptional needs in Santa Barbara County.

The CAC focuses on the following activities:

1. Supporting activities on behalf of individuals with exceptional needs.
2. Presenting needs and concerns relative to the SBCSELPA Local Plan and encouraging community involvement in its review and development.
3. Organizing and participating in annual CAC events that support the operation of the SBCSELPA Local Plan.
4. Facilitating ongoing communication between school staff and parents.
5. Communicating CAC activities to general education and special education, district boards, and the constituents that the CAC members represent.
6. Organizing parent education activities on the IEP process.
7. Assisting in parent awareness of the importance of involvement in the educational process.

Membership for CAC must be appointed and approved by each LEA School Board. To be considered for membership by the LEA School Board, the member must represent at least one of the following characteristics:

1. Parent of a child with Special Needs.
2. Special Education Teacher/ Service Provider in Special Education

3. Agency supporting students in special education
4. General Education Teacher

The CAC Membership is a two-year term. The CAC meets four times a year via Zoom or In Person and the CAC meetings comply with all provisions of the Brown Act.

RECOMMENDATION: Staff recommends that the Board of Trustees approve Cecilia Perez to serve on the Community Advisory Committee.

FUNDING: N/A



HUMAN RESOURCE MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Susan Salucci
Assistant Superintendent, Human Resource

BOARD MEETING DATE: June 7, 2023

BOARD AGENDA ITEM: Orcutt Union School District and Baylor University Agreement for Field Instruction and Clinical Practice Experience

BACKGROUND: Baylor University is requesting approval of the Memorandum of Agreement with the Orcutt Union School District for the Department of Communication Science and Disorders for field instruction and clinical practice experience for students pursuing a career as Speech-Language Pathologists.

RECOMMENDATION: It is recommended that the Board of Trustees approve Baylor University's Memorandum of Agreement for the Department of Communication Science and Disorders for field instruction and clinical practice experience with the Orcutt Union School District.

FUNDING: N/A

**MEMORANDUM OF AGREEMENT
BETWEEN
ORCUTT UNION SCHOOL DISTRICT
AND
BAYLOR UNIVERSITY**

THIS AGREEMENT (the “**Agreement**”) by and between **ORCUTT UNION SCHOOL DISTRICT** (“**the Agency**”) and Baylor University (“**the University**”) shall become effective as **May 22, 2023** (“**the Effective Date**”). The Agency and the University may be referenced together herein as each the “**Party**” or collectively as the “**Parties**”.

WHEREAS, the Baylor University Department of Communication Science and Disorders through its graduate division requires the use of field instruction experiences under appropriate guidance and supervision for students in the majors and minors associated with these divisions (hereafter referred to as “**CSD Degree Programs**”), as these clinical practice experiences are essential for further student development in order to develop the necessary effective skills, clinical judgment, and a sense of professional responsibility for students in the CSD Degree Programs, and

WHEREAS, the Agency offers suitable field instruction facilities and conditions which meet criteria established by the regulatory agencies, including the American Speech-Language-Hearing Association, overseeing communication science and disorder programs for agencies affiliating with such CSD Programs and by the University, and

WHEREAS, it is recognized that a cooperative relationship between a service institution and an educational institution can be mutually beneficial in providing uniquely advantageous educational experiences,

BE IT UNDERSTOOD AND AGREED that Agency and University desire to enter into an agreement whereby students in the University CSD Programs shall receive field experiences in practicum courses at the Agency. This Agreement shall be governed by the following conditions:

I. UNIVERSITY RESPONSIBILITIES:

- A. **Provision of Foundational Curriculum.** The University shall assume full responsibility for planning, execution, and determining the adequacy of the education phase of the CSD Degree Programs, including curriculum, administration, faculty appointments, and matters which normally are reserved as University function, such as granting degrees and advising students. However, recommendations and suggestions may be solicited from the Agency's staff in making significant revisions. The University shall provide the Agency with copies of current course outlines, course objectives, the curriculum philosophy, and a list of faculty and their qualifications, certifications, or licensures when requested.
- B. **University Accreditation.** As required by Agency, the University represents that it is and, for the term of this Agreement, will be (a) approved by the Texas Higher Education Coordinating Board and (b) accredited by the Southern Association of Colleges and Schools Commission on Colleges, recognized by Council for Higher Education Accreditation or the U.S. Department of Education. The University will provide Agency with copies of all accreditations upon request. In the event accreditation is lost, suspended, or otherwise restricted, the University shall notify

Agency, in writing, within three (3) business days. Agency may, at its sole discretion, suspend or terminate this Agreement if the University fails to maintain its accreditation.

- C. **Selection of Students.** The University shall recommend for placement in the on-site education experience program of the Agency only those students who have earned a satisfactory record and have met the minimum requirements of the prerequisite didactic portion established by the University CSD Degree Programs within the Department of Communication Sciences and Disorders. The University shall assist the site with selection of students to the Agency with the student's knowledge and consent. The University agrees that this document does not limit the Agency to accepting only students from this University into the on-site education program.
- D. **University Liaison; Communications.** The University will designate a faculty or other professional staff member to coordinate and act as its liaison to the Agency. The individualized assignments to be undertaken by the students participating in the practical learning and clinical experience will be mutually arranged by the liaison based on the objectives of the practicum and available learning opportunities, and a regular exchange of information will be maintained by on-site visits when practical, and by letter or telephone in other instances. The University shall notify the Agency in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Agency. The University will provide the Agency with the following written information two weeks prior to the start of each clinical experience: (i) names of students and responsible faculty; (ii) any necessary registration numbers of faculty; (iii) documentation of professional liability insurance for students and faculty; (iv) other appropriate information as requested.
- E. **Supervision of Students' Clinical Practice.** No one associated with the University other than the participating student will be at the Agency in connection with this educational experience, other than for an Agency tour or upon special request by the Agency.
- F. **Visitation of University Campus.** The University shall extend the authorized representatives of the Agency an open invitation to visit the CSD Degree Programs within the Department of Communication Sciences and Disorders at the University and consult with faculty and students in the program.
- G. **University Attestation.** Upon request of the Agency, the University shall provide evidence of the following:
 - 1) That each student has met all health requirements of the Agency, which may include, but are not limited to, CPR certification, proof of absence of TB, hepatitis B vaccination, Tdap vaccination, annual flu vaccination, and Occupational Safety and Health Administration's ("OSHA") compliance for prevention of transmission of blood borne pathogens and TB and general HIPAA training. Agency may update these requirements upon written notice to University. Any student not meeting applicable requirements shall not be eligible to participate in a clinical rotation.
 - 2) That where required by and acceptable to the Agency, a criminal background check and a drug screen have been completed as to each placed student prior to participation in the practical learning and clinical educational experience. Any student not meeting applicable requirements shall not be eligible to participate in a clinical rotation.

H. **Required Training.** University shall require that all faculty and students who may be at risk for occupational exposure to blood or other potentially infectious materials be:

- 1) Trained in accordance with OSHA's Occupational Exposure to Blood borne Pathogens Final Rule 29 CFR Part 1910.1030, as published in the Federal Register Friday, December 6, 1991.
- 2) Trained in the modes of transmission, epidemiology and symptoms of Hepatitis B virus (HBV) and Human Immunodeficiency (HIV) and other blood borne pathogens.
- 3) Trained in the methods of control that prevent or reduce exposure including universal precautions, appropriate engineering controls, work practices, and personal protective equipment.
- 4) Provided information on the Hepatitis B vaccine, its efficacy, safety, method of administration, and benefits of being vaccinated.

I. **Student Notices.** The University shall advise students of their responsibilities regarding participation in the on-site education process, including:

- 1) Reporting to the Agency on time and following the administrative policies, standards, and practices of the Agency, including current Title IX and COVID-related policies and procedures. This also includes meeting the personal, ethical and professional standards required of employees of the Agency and consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies. Students will appear in appropriate attire acceptable to the institution for instruction of all kinds. Permission may be included to attend seminars, conferences, and to participate in other pertinent institutional activities.
- 2) Obtaining medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Agency, unless otherwise required by law.
- 3) Providing his/her own transportation and living arrangements.
- 4) Following all established regulations of any state regulatory agency associated with the clinical experience during the scheduled operating hours of the Agency.
- 5) Conforming to the standards and practices established by the University while functioning at the Agency.
- 6) Obtaining prior written approval of the Agency and University before publishing any material relating to the practical learning and clinical educational experience.

II. AGENCY RESPONSIBILITIES:

A. **Provision of Facilities/Supervision for Supervised Clinical Experience.**

- 1) The Agency agrees to Accept students for field instruction including participation in the overall Agency program and activities as appropriate to the objectives of field instruction. The Agency will provide students such cases, client contacts, access to records and other information within the Agency to meet the objectives of field instruction, including both a variety of direct service experiences and experiences with the organizational functioning of the Agency as are available and appropriate. The Agency will have the right to interview students selected by University. The Agency will have the right to reject any student who, in the Agency's judgment, does not meet its criteria for acceptance and to set the total number of students the Agency is willing to accept for placement.

- 2) Subject to the ability of Agency to accommodate University's request, which Agency shall determine in its sole discretion, the Agency agrees to make the appropriate facilities available to the University in order to provide supervised practical learning and clinical educational experiences to students enrolled in the CSD Degree Programs at the University. Such facilities shall include an environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Agency procedures. Activities in which the student may be engaged, under clinical supervision, may be listed on Attachment A to this Agreement by the Parties. The Agency shall inform University of any change in policies, procedures, or staffing that might affect the quality of nature of field instruction.
 - 3) The Agency shall designate and submit in writing to the University the name and professional and academic credentials of the individual(s) overseeing student(s) experiences, and the Agency will allot said individual(s) sufficient time for planning, supervision, evaluation, and to gain familiarity with the University's program.
 - 4) The Agency shall provide, within Agency limitations, conference rooms and lockers requested, and such equipment, supplies, and clerical assistance as are necessary to the accomplishment of the learning task and the student's responsibilities in the Agency.
- B. Policies/Procedures Applicability to Students.** Students are to remain subject to the authority, policies, and regulations imposed by the University and, during periods of practical learning and clinical educational experience, students will be subject to all rules and regulations of the Agency and imposed by the Agency on its employees and agents with regard to following the administrative policies, standards, and practices of the Agency.
- C. Agency Liaison; Communications.** The Agency shall designate a liaison responsible for coordinating the practical learning and clinical educational experience. That person shall maintain contact with the University's designated liaison to assure mutual participation in and surveillance of the practical learning and clinical educational experience. The Agency shall, at least four weeks prior to each academic term, provide the University with the maximum number of students (from all CSD Degree Programs) that can be assigned to each patient unit and service area. The Agency shall notify the University in writing of any change or proposed change of the person(s) responsible for coordinating the practical learning and clinical educational experience. The Agency also agrees to provide the University all information reasonably requested concerning a student's educational experience performance, including the nature of the experiences each student receives and a written summary report.
- D. Client Care.** While at the Agency, students are not to replace the Agency staff, and are not to render service except as identified for educational value and delineated in the joint-planned practical learning and clinical educational experiences. Any such direct contact between a student and a client shall be under the proximate quality supervision of a member of the staff of the Agency. The Agency shall at all times retain full responsibility for client care and for control of established standards of client care. The Agency will comply with all applicable federal and state health and safety laws and regulations. Any provision of this agreement to the contrary notwithstanding, a client may request that they not be a teaching client and such request will be honored by Agency and University. In addition, the Agency may, on its sole authority, designate one of its clients as a non-teaching client.
- E. Emergency Treatment of Students.** Emergency outpatient treatment will be available to students while under the supervision of the Agency for practical learning and clinical

educational experience in case of accident or illness. In case of emergency at a non-Agency site, standard procedure will be followed. It is the student's responsibility to bear the cost of the emergency treatment, unless otherwise required by law.

- F. **University Tour of Agency.** The Agency shall, on reasonable request and subject to legal restrictions regarding patient health information, permit a tour of its clinical facilities and services available and other items pertaining to practical learning and clinical educational experiences, by representatives of the University and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.
- G. **Orientation.** The Agency shall require and provide an orientation to the faculty and students before direct patient contact is allowed. Orientation by the Agency shall include information regarding:
- 1) The Agency's Exposure Control Plan for blood borne pathogens and the means by which students and faculty can obtain a copy of the written plan.
 - 2) The engineering controls used within the Agency's work site.
 - 3) The personal protective equipment available in each of the Agency's work areas.
 - 4) The identification of tasks and patient-related activities which increase the risk of exposure to HBV, HIV, and other blood borne pathogens.
 - 5) What constitutes an exposure.
 - 6) The established procedure to follow after an exposure to blood or body fluids occurs including the methods of reporting the incident and the medical follow-up required.

III. UNIVERSITY AND AGENCY JOINT RESPONSIBILITIES:

- A. **Instructional Period.** The course of the practical learning and clinical educational experience will cover a period of time as arranged between the University and Agency. The beginning dates and length of experience shall be mutually upon by the University and Agency and will conform to the student's academic calendar to the greatest extent possible while meeting the required hours for accreditation.
- B. **Compliance with Privacy Laws/Confidential Information.**
- 1) **HIPAA.** The Agency and University jointly agree that Agency is a covered entity for purposes of the Health Insurance Portability and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 ("the HIPAA Privacy Regulation"). To the extent that students are participating in a clinical/non-clinical experience at Agency such students shall:
 - a) Be considered part of Agency's workforce for HIPAA compliance purposes in accordance with 45 CFR Part 164.103, but shall not be construed to be employees of Agency;
 - b) Receive training by Agency on, and subject to compliance with, all of Agency's privacy policies adopted pursuant to the HIPAA Privacy Regulation; and
 - c) Not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to University which a student accessed through participation in the clinical/non-clinical experience that has not first been de-identified as provided in 45 CFR §164.514(a);

No services are being provided to Agency by University pursuant to this Agreement and therefore this Agreement does not create a "business associate" relationship as that term is defined in 45 CFR §160.103.

- 2) **FERPA.** Both Parties shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in their possession regarding the University's students who train at the Agency pursuant to this agreement, as well as any and all information regarding any Agency students. Both Parties agree to limit the use of such information only for the purpose for which they obtained such information.
- 3) **Other Confidential Information.** The Parties understand and agree that in connection with this Agreement, each Party may acquire competitively sensitive information which is neither known to nor ascertainable by persons not engaged with the other Party, and which may cause each Party to suffer competitively or economically if such information becomes known to persons outside of that Party. Such information may be in the form of trade secrets, or in the form of confidential information. Confidential information shall include, but not be limited to each Party's business and business development plans, patient or supplier lists. Consequently, except as provided in this paragraph or otherwise required by law, each Party agrees not to directly or indirectly use or disclose to any individual or entity any confidential Party information at any time.

The foregoing restrictions on use and disclosure of confidential information do not apply to information (i) that is required to be disclosed by law, regulation, or court or governmental order, (ii) that is or becomes publicly known other than as a result of a violation of this Section 3, (iii) that is known by a Party prior to receipt of the information from the other Party as clearly evidenced by such Party's books and records, (iv) that is lawfully received by a Party from a Party not under a non-disclosure obligation with respect to such information, or (v) that is independently developed by a Party without reliance on the confidential information received as clearly evidenced by such Party's books and records.

- C. **Removal of Students.** Both Parties agree that either the University or the Agency relieve a student of any specific assignment or may drop a student enrolled in the program if, in the opinion of either party, the student is not making satisfactory progress in the program. Any student who does not satisfactorily complete the program or any portion thereof may repeat the course at the same Agency only with the written approval of both the Agency and the University. Both Parties also agree Agency may reserve the right to reasonably discipline any student who fails to comply with Agency policies and procedures. Discipline may result from conduct, work, or health status that materially interferes with the Agency's ability to care for students or impairs the student from benefiting from the clinical experience. If Agency, in its sole discretion, determines that the student's acts or omissions are unsatisfactory for (1) non-adherence to the following: (i) dress code, (ii) behavior standards; (iii) administrative and medical policies; (iv) maintenance of professional liability insurance; or (2) cannot provide safe care due to physical or mental illness, the student will immediately cease the clinical experience at the Agency, and the Agency will notify University's liaison of such discipline or removal.
- D. **Discrimination.** The Parties hereto shall abide by the requirements of Executive Order 11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended from time to time. There shall be no unlawful discrimination or treatment because of race, color, religion, sex, national origin, age, order of protection status, marital status, ancestry, military status, unfavorable discharge from military service, sexual orientation or physical or mental disability

in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.

E. **Employment Status.** The University and Agency acknowledge that the student is an enrolled student at the University only engaged in a supervised educational experience at the Agency. No student, under this Agreement shall in any way be considered an employee or agent of the Agency or of the University, nor shall any such student be entitled to any fringe benefits, Worker's Compensation, disability benefits or other rights normally afforded to employees of the Agency or of the University. No employee or agent of one Party shall in any way be considered an employee or agent of the other Party. This Agreement does not contemplate the payment of a fee or remuneration by either Party to the other either before, during, or after the completion of the educational experience. The University acknowledges and shall require student to also acknowledge that student is not entitled to nor promised in any manner an employment position at Agency after completion of the educational experience. This provision shall not be deemed to prohibit the employment of a student or faculty member of the University by the Agency under a separate employment agreement or prohibit the employment of an employee of the Agency by the University under a separate employment agreement.

F. **Insurance.**

1. **University Insurance.** The University shall maintain for itself and provide to students or require that students obtain and maintain appropriate professional liability insurance coverage in the amounts of at least \$1,000,000 per occurrence and \$3,000,000 in the aggregate, with insurance carriers approved by Agency. A copy of the certificate of insurance shall be provided to the Agency. The University shall maintain for itself and provide to students appropriate general liability insurance coverage in the amounts of at least \$1,000,000 per occurrence, self-insured by the University, and \$3,000,000 in the aggregate covered by an outside insurer.
2. **Agency Insurance.** The Agency shall maintain appropriate professional and general liability insurance coverage in the amounts of at least \$1,000,000 per occurrence and \$3,000,000 in the aggregate, with insurance carriers or self-insurance programs. Agency shall cause the general liability policy to name University as Additional Insured with a waiver of subrogation in favor of University. Additionally, Agency's policies will contain primary and non-contributory language on the CGL policy. A copy of the certificate of insurance shall be provided to the University upon request.

IV. TERMS

- A. **Term of Agreement.** The term of this Agreement shall be for five (5) years, to commence on the Effective Date. Upon review, the Parties may choose to extend the Agreement by executed Amendment. Either Party may terminate this Agreement at any time, with or without cause, upon sixty (60) days prior written notice to the other Party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the practical learning and clinical educational experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.
- B. **Liability Stipulation.** University agrees to indemnify and hold harmless the Agency from and against any and all liability for personal injury, including injury resulting in death, or damage to property, or both, resulting from the negligent acts and/or omissions of Students. Agency

agrees to indemnify and hold harmless University against any and all liability for personal injury, including injury resulting in death, or damage to property, or both, resulting from the negligent acts and/or omissions of its employees. University has the authority to investigate liability claims or discrimination claims made by or against University, its faculty or students.

- C. **Assignment.** This Agreement may not be assigned without the prior written consent of the other Party, which will not be unreasonably withheld.
- D. **Severability.** If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue to be valid and enforceable to the fullest extent permitted by law.
- E. **Notice to Parties.** Any notice, demand or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the University, by notifying the Agency, and in the case of the Agency, by notifying the University:

If to the University:	Baylor University One Bear Place #97332 Waco, TX 76798-7332
Attention:	Steven Moates, SLP.D., CCC-SLP
Email:	steven_moates@baylor.edu
Telephone:	(254) 710-2568
If to the Agency:	ORCUTT UNION SCHOOL DISTRICT 500 DYER ST ORCUTT, CA

Attention:	_____
Email:	_____
Telephone:	(____) _____ - _____

or to such other addresses as the parties may specify in writing from time to time.

- F. **Governing Law.** This Agreement shall be construed and enforced in accordance with the laws of the State of Texas, without regard to the conflict of laws provisions thereof.
- G. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument. A digital image substantially similar to an original signature (as in the case of a faxed counterpart or a scanned and emailed counterpart) shall have the same force and effect as an original signature.

H. **No Third-Party Beneficiaries.** This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, employees, agents, assigns, executors and legal representatives during the initial term of this Agreement and any extensions thereof. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

I. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

J. **Entire Agreement.** This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

**ORCUTT UNION
SCHOOL DISTRICT**

BAYLOR UNIVERSITY

Signature

Signature

Printed Name: _____

Printed Name: Jason R. Carter

Title: _____

Title: Dean, Robbins College of Health and
Human Sciences

Date: _____

Date: _____

ATTACHMENT A

Activities in which the student may be engaged, under clinical supervision, for the attached Agency Affiliation Agreement include:

Learning Outcomes:

LO1 (SLGT) Student will demonstrate the ability to select and implement evaluation procedures (case history information, standardized tests, nonstandardized tests, screening procedures, and/or behavioral observations) and adapt the procedures to meet the individual client needs. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will demonstrate the ability to follow and modify standardized testing procedures for a client involving disorders of speech, to include articulation, fluency, voice, apraxia, dysarthria, and/or dysphagia with a level of 80% accuracy.

LO2 (SLTG) Student will demonstrate the ability to interpret and integrate evaluation results (case history information, standardized test results, nonstandardized test results, screening results, and/or behavioral observations) to define the client's communicative functioning. Student develops diagnostic impressions, integrates data in order to identify etiologic and/or contributing factors, and makes recommendations leading to appropriate case management. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will interpret test results, including all behaviors, contributing factors, and examines relationships between test results for any client with 80% accuracy.

LO3 (SLTG) Student will demonstrate the ability to select/develop and implement intervention strategies for the treatment of communication and related disorders and select/develop/use materials and instrumentation that will enhance the treatment process. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will develop and implement intervention strategies for clients with speech disorders, including articulation, voice, fluency, dysphagia, apraxia, and/or dysarthria with 80% accuracy.

LO4 (SLTG) Student will develop and implement specific, reasonable, and necessary treatment plans. The treatment plan includes long-term goals and measurable short-term objectives that reflect a learning sequence appropriate for the client. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will write and implement treatment plans on any client with 80% accuracy.

LO5 (SLTG) Student will demonstrate the ability to plan and implement a program of periodic monitoring of the client's communicative functioning through the use of appropriate data-collection methods. The student interprets and uses data to modify treatment plans, strategies, materials, and/or instrumentation to meet the individual needs of the client. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will utilize data collection and record keeping in writing daily progress notes on any client with 80% accuracy.

LO6 (SLTG) Student will demonstrate the ability to prioritize activities, maintain client records, and comply with program administrative and other regulatory policies in a timely manner. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will complete and turn in required reports (including treatment plans, lesson plans, progress reports) in time frames set forth by the clinical faculty with 80% accuracy, comply with practicum policies set forth in the clinical handbook, be prepared for clinical sessions, begin and end sessions on time, keep absences to a minimum, and meet with assigned supervisor on a regular basis.

LO7 (SLTG) Student will demonstrate the ability to present information accurately, clearly, logically and concisely in oral communications, written reports, and letters that are appropriate for the needs of the audience. Student uses terminology and phrasing consistent with the semantic competency of the audience and includes accurate and complete information, listens carefully to clients and others, takes initiative in providing appropriate clarifications when needed, and demonstrates appropriate nonverbal communication style. The student demonstrates the ability to listen to input from others, make appropriate decisions based on shared information,

and contribute information that promotes mutual problem-solving. The student provides counseling and supportive guidance regarding the client's communication disorder to client, family, caregivers, and significant others.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will demonstrate effective, professional interpersonal skills while in a treatment/evaluation setting and while communicating test results, intervention plans, and or progress reports to clients and/or caregivers with 80% accuracy.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will demonstrate effective, professional interpersonal skills while in a treatment/evaluation setting and while communicating test results, intervention plans, and or progress reports to clients and/or caregivers with 80% accuracy.

LO8 (SLTG) The student will demonstrate the ability to plan and implement educational programs for other professionals and/or the general public to facilitate the treatment and acceptance of disabilities associated with communication disorders. The student demonstrates the ability to consider the needs of the audience and provide clear and meaningful educational information.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] Each student will present a case study/staffing presentation to other professionals and/or will provide information regarding communication disorders to the general public by way of health fairs, brochures, or participation in Better Speech and Hearing Month activities.

Each student is expected to meet the following learning outcomes:

- 1. The student will complete and turn in required reports (including treatment plans, lesson plans, progress reports) in time frames set forth by the clinical supervisor with 80% accuracy, comply with practicum policies set forth in the intern site, be prepared for clinical sessions, begin and end sessions on time, keep absences to a minimum, and meet with the assigned supervisor on a regular basis. (V-B, 2b, std. 3.1.1B, 2c)**
- 2. The student will utilize data collection and record keeping in writing daily progress notes.**
- 3. Each student will present a case study/staffing presentation to other professionals and/or will provide information regarding communication disorders to the general public by way of health fairs, brochures, or participation in Better Speech and Hearing Month activities (if deemed appropriate by the facility).**
- 4. Each student will verify with the clinical coordinator immunization records, CPR certification, TB testing, background check, and drug screening. Also, each student will be required to make contact with the clinical coordinator each month of the internship.**