ORCUTT UNION SCHOOL DISTRICT
Regular Meeting of the Board of Trustees
Wednesday, November 8, 2023
Orcutt Union School District Boardroom
500 Dyer St., CA 93440
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 November 8, 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): 1 Case
B. Conference with Legal Counsel Regarding Anticipated Litigation.
    1. Significant exposure to litigation pursuant to California Government Code, section 54956.9(2) or (3)
C. Conference with Labor Negotiator. Agency representative, Susan Salucci, Assistant Superintendent of Human Resources. Employee Organization: Orcutt Educators Association; California School Employees Association.
D. Conference with Labor Negotiator. Agency representative: Dr. Holly Edds, Superintendent. Employee Organization: Unrepresented employees
E. 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
2. Orcutt Jr. High School Update
3. Update on Drug Use Prevention
4. Orcutt's Path to Raising Student Achievement

B. Items from the Board

C. Written Communication: review and discuss communication from individuals and/or organizations regarding the District's programs and services.

VI. PUBLIC COMMENT PERIOD

The Board of Trustees welcomes comments about items appearing on tonight's agenda. The audience members wishing to address the Board during the Public Comment segment of the agenda are reminded to fill out a *Public Comment Form*, which can be obtained from Julie Payne and submitted prior to the time the presiding officer calls for Public Comment. Requests to speak can also be emailed to Julie Payne at jpayne@orcutt-schools.net and state that you want to make a public comment and indicate what agenda item you would like to speak about.

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

VII. CONSENT AGENDA

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

A. Classified Personnel Action Report
B. Certificated Personnel Action Report
C. Approval of October 11, 2023 Regular Board Meeting Minutes
D. Approval of October 25, 2023 Special Board Meeting Minutes
E. Approval of Warrants
F. Board Policy 1325 Advertising and Promotion, for the second reading
G. Board Policy 1330 Use of School Facilities, for the second reading

H. Child Nutrition Super Co-Op Contract for the 2024-2025 School Year
I. OAHS Boys Basketball Team Overnight Trip to attend the Frank Ainley Invitational Basketball Tournament in Visalia, CA on December 14-16, 2023

It is recommended that the Board of Trustees approve the Consent Agenda Items A-I, 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 Marcy Michel (The Lash & Beauty Loft):** a donation of a $100 to Patterson Rd. Elementary School Robotics Program.
B. **From T & J Salazar (Jack's in Old Orcutt):** a donation of $350 to Patterson Rd. Elementary School Robotics Program.
C. **From Bautista Family Farms:** a donation of $250 to Patterson Rd. Elementary School Robotics Program.
D. **Hector Perez (Hacienda Roofing):** a donation of $250 to Patterson Rd. Elementary School Robotics Program.
E. **Patrick Stay (Stay True Construction):** a donation of $550 to Orcutt Junior High School Cheer Team.
F. **Whispering Tree Nursery:** a donation of six (6) bags of potting soil with an estimated value of $84 to the Orcutt Junior High School Garden.

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

Moved _____ Second _____ Vote _____

2. Set Annual Organizational Meeting

It is recommended that the Board of Trustees set its Annual Organizational Meeting for December 13, 2023, with Public Session beginning at approximately 6:30 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

Moved _____ Second _____ Vote _____

3. Resolution No.5 Support of Allan Hancock College Offering a Bachelor's Degree

It is recommended that the Board of Trustees adopt the Resolution No. 5 Support of Allan Hancock College in its application to the Board of Governors of the California Community Colleges to offer a bachelor's degree in Applied Professional Studies, as submitted.

Moved _____ Second _____ Vote _____

4. Board Policy 1160 Political Processes

It is recommended that the Board of Trustees approve the revised Board Policy 1160 Political Processes, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

5. Board Policy 0410 Nondiscrimination in District Programs and Activities
It is recommended that the Board of Trustees approve the revised Board Policy 0410 Nondiscrimination in District Programs and Activities, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

6. Board Bylaw 9124 Attorney
It is recommended that the Board of Trustees approve the revised Board Bylaw 9124 Attorney, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

1. Facility Use Agreement with Orcutt Area Seniors in Service (OASIS), Inc.
It is recommended that the Board of Trustees approve the Facility Use Agreement with OASIS, as submitted.
Moved _____ Second _____ Vote _____

2. Board Policy 3312 Contracts
It is recommended that the Board of Trustees approve the revised Board Policy 3312 Contracts, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

3. Board Policy 3460 Financial Reports and Accountability
It is recommended that the Board of Trustees approve the revised Board Policy 3460 Financial Reports and Accountability, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

4. Board Policy 3551 Food Service Operations/Cafeteria Fund
It is recommended that the Board of Trustees approve the revised Board Policy 3551 Food Service Operations/Cafeteria Fund, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

C. EDUCATIONAL SERVICES

1. Resolution No. 4 CA Department of Social Services Authorization of Designated Personnel to Sign Contract Documents for the 2024-2025 School Year
It is recommended that the Board of Trustees adopt Resolution No. 4 CA Department of Social Services Authorization of Designated Personnel to Sign Contract Documents for the 2024-2025 School Year, as submitted.
Moved _____ Second _____ Vote _____

2. School Plans for Student Achievement for Alice Shaw Elementary, Joe Nightingale Elementary, Olga Reed Elementary, Lakeview Junior High, and Orcutt Academy Charter

It is recommended that the Board of Trustees approve the School Plans for Student Achievement, as submitted.

Moved _____ Second _____ Vote _____

D. HUMAN RESOURCES

1. Board Policy 4151/4251/4357 Employee Compensation

It is recommended that the Board of Trustees approve the revised Board Policy 4151/4251/4357 Employee Compensation, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

IX. GENERAL ANNOUNCEMENTS

A. Unless otherwise noticed, the next regular Board Meeting is scheduled for December 13th, 2023 beginning with Open Session at 6:00 p.m. in the District Office Boardroom, 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
November 8, 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
Arguijo, Antoinette	Child Nutrition	Child Nutrition Worker	8/2	3.0	$17.00 per hr.	10/31/2023	New hire
Boumeester, Heather	Child Nutrition	Child Nutrition Worker	8/1	3.0	$16.50 per hr.	10/03/2023	Resignation
Campa, Cassie	Pine Grove	Media Specialist	15/3	24 per wk.	$21.21 per hr.	10/20/2023	New hire
Carroll, Felina	Nightingale	Instructional Assistant, 1	12/5	6.0	$21.72 per hr. + 2.5%	10/18/2023	New hire/Special Needs Stipend
Chavez, Daisy	Patterson	Instructional Assistant, 1	12/4	6.0	$20.68 per hr.	11/07/2023	Rehire
Correa, Elizabeth	Campus Connection, Nightingale	Child Care Assistant	8/4	2.0	$18.74 per hr.	10/02/2023	Additional position
Eich, Mahdia	Patterson	Instructional Assistant, 1	12/3	6.0	$19.70 per hr.	11/03/2023	Resignation
Higgins, Lisa	Lakeview	Office Assistant	15/6	8.0	$24.55 per hr.	10/23/2023	New hire
Hornlein, Shelly	Alice Shaw	Instructional Assistant, 1	12/6	6.0	$22.80 per hr. + 2.5%	10/10/2023	New hire/Special Needs stipend
Jensen, Lois	Campus Connection, Alice Shaw	Child Care Assistant	8/6	3.75	$20.66 per hr.	10/02/2023	Increase in hours
Lemon, Julia	Campus Connection, Pine Grove	Child Care Assistant	8/5	2.0	$19.68 per hr.	10/02/2023	Additional position
Lucero-Maines, Renee	Campus Connection, Patterson	Child Care Assistant	8/6	3.75	$20.66 per hr.	10/02/2023	Increase in hours
Meehan, April	Orcutt Academy HS	Charter High School Media/Career Technician	15/6	6.0	$24.55 per hr.	10/20/2023	New position
Noriega, Maleena	Patterson	Noon Duty Supervisor	7/2	1.75	$16.50 per hr.	09/21/2023	New hire
Oropeza, Jaqueline	Campus Connection, Dunlap	Child Care Assistant	8/1	3.25	$16.50 per hr.	09/26/2023	New hire

Orcutt Union School District

Classified Personnel Action Report
November 8, 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
Piasai, Madison	Campus Connection, Alice Shaw	Child Care Assistant	8/1	3.25	$16.50 per hr.	10/25/2023	New hire
Pischke, Danielle	Campus Connection, Pine Grove	Child Care Assistant	8/6	6.25	$20.66 per hr.	10/02/2023	Increase in hours
Reynolds, Janelle	Campus Connection, Alice Shaw	Child Care Assistant	8/4	3.25	$18.74 per hr.	10/02/2023	Increase in hours
Sandez, Hugo	Patterson	Instructional Assistant, 1	12/2	6.0	$18.76 per hr.	10/10/2023	New hire
Serrato, Eneida	Dunlap	Noon Duty Supervisor	7/2	1.82	$16.50 per hr.	10/02/2023	New hire
Silva, Dean	Child Nutrition	Child Nutrition Transport Worker	11/3	8.0	$19.21 per hr.	10/09/2023	New hire
Simkins, Alexandra	Campus Connection	Office Assistant	15/6	8.0	$24.55 per hr.	11/01/2023	Increase in hours
Simpson, Brennan	Campus Connection	Child Care Assistant, Substitute	8/1		$16.50 per hr.	10/17/2023	New hire, Substitute
Tsoy, Dmitriy	Child Nutrition	Child Nutrition Coordinator	6/V	8.0	$85,755 per yr. $50.00 per mo.	10/10/2023	New hire/phone stipend
Valencia, Andrea	Campus Connection, Patterson	Child Care Assistant	8/2	4.25	$17.00 per hr.	10/16/2023	New hire
Wyers, Patricia	Campus Connection, Pine Grove	Child Care Assistant	8/6	6.25	$20.66 per hr.	10/02/2023	Increase in hours
Emp. #314						12/30/2023	Request Early Retirement Incentive Program
Emp. #376						11/30/2023	Retirement

Orcutt Union School District

Certificated Personnel Action Report
November 8, 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
Barron, Lynn	Ralph Dunlap	Hourly	$28	9/11-9/18/23	Long Term Assignment Extra Duties, 15 hrs
Bertoldi, Janet	District	Hourly	$80 $50	9/11-9/18/23 9/7-9/8/23 9/25/23 9/11-9/29/23	First 5 Grant, 5.5 hrs Principal Sub, 16 hrs Principal Mentor, 1.75 hrs SEE Learning, 4 hrs
Callis, Wendy	Patterson Road	Stipend	$211*	2023-24	Math Bowl Advisor, split
Cerrillo, Amanda	Joe Nightingale	Hourly	$28	9/5/23	Staff Development Training, 6 hrs
Clardy, Daniel	Joe Nightingale	Hourly	$28	9/5/23	Staff Development Training, 6 hrs
Ebner, Karen	District	Extra Duty	$45/hr	9/6-9/29/23	Home & Hospital, 21 hrs
Freitas, Jennifer	District	Hourly	$28	9/1/23	ELPAC Proctor, 3.5 hrs
Hemphill, Juliann	District	Hourly	$30	2023-24	Grant Writing, 10 hrs/month
Mahoney, Gloria	District	Hourly	$28	9/6-9/7/23	ELPAC Proctor, 3.2 hrs
Millin, Genevieve	Orcutt Academy HS	IV-5	$68,435	2023-24	Completed Units for Movement
Morales, Christina	Pine Grove	II-2	$100,489*	1/8/24	Approval of Probationary Contract
Oliver, Michelle	District	Hourly	$28	2023-24	Proctor / Lead, 30 hrs/wk
Pankratz, Ellen	District	Hourly	$28	9/5-9/27/23	Piano Accompanist, 10.5 hrs
Riggs, Isabel	Orcutt Academy K-8	VI-10	$88,589	10/30-11/17/23	Requests Unpaid Leave of Absence
Romo, Sara	Alice Shaw	VI-3	$70,275	2023-24	Completed Units for Movement
Ruth, Amy	Patterson Road	Stipend	$211*	2023-24	Math Bowl Advisor, split
Torres, Kiersten	Pine Grove	V-3	$67,096	2023-24	Completed Units for Movement
Villanueva, Yvonne	District	Extra Duty Stipend	$45/hr $1,000	9/13-9/29/23 2023-24	Home & Hospital, 14 hrs Completed Doctorate in Education

*To be prorated

Orcutt Union School District
Board of Trustees
Meeting Minutes
October 11, 2023

CALL TO ORDER

A meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, October 11, 2023, in the MUR of Olga Reed and OAK-8, 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 Lisa Morinini to adopt the October 11, 2023 agenda. Members Present: Henderson, Morinini, Phillips, Waffle, and Steller. Administrators Present: Edds, Salucci, Dana, and Knight.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

It was moved by Melanie Waffle 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 6:51 p.m. Shaun Henderson reported that by a vote of 5-0, the Board approved a settlement of a special education dispute in the matter of Student v. School District Case No. 2023080272. He also reported that by a vote of 5-0, the Board approved a settlement of a special education dispute in the matter of Student v. School District Case No. 2023080691. Mr. Henderson also stated that the Board took no action with regard to claims of conduct occurring more than six months prior to presentation of the claim. The Board rejected the claim with regard to conduct occurring within six months of presentation of the claim.

SUPERINTENDENT'S REPORT

Jared Banks, Principal of Olga Reed and OAK-8, gave a "Playing with Numbers" presentation. Through games like Yahtzee and Bean Bag Toss, students at lunch are having fun playing games and competing with each other all while practicing addition and counting by 1s, 2s, 3s, 4s, 5s, 6s, 10s, and 20s. Sandra Knight, Assistant Superintendent of Business Services, gave the Board and update on facilities and projects throughout the District.

ITEMS FROM THE BOARD

Mark Steller had the opportunity to preview the upcoming OAHS dram production. While doing so he was able to interact with a former student, now a Chamber of Commerce member, and was in awe of her confidence and knowledge. He stated that it was enlightening to see one of our graduates in a position of merit in our community. Melanie Waffle is delighted to see the all the progress taking place at the OAHS gym. She also stated that the Chalk Festival was a huge success, and she appreciated all of the support and everyone's help to make it such a spectacular event. Liz Phillips said she had a wonderful time at the Chalk Festival and enjoyed her time volunteering at Old Days in Los Alamos. She also thanked Mr. Banks for hosting the Board Meeting at his campus. Shaun Henderson, thanked Liz Phillips for suggesting that we hold a Board Meeting in Los Alamos and he thanked Melanie Waffle for a job well done with Chalk Festival and for making a difficult decision to postpone the event due to unforeseen weather conditions. It proved to be the right call as the new event date was full of sunshine and happy participants.

PUBLIC COMMENT

None

CONSENT AGENDA ITEMS

A. Classified Personnel Action Report
B. Hiring of Additional District and Charter Coaches for the 2023-2024 School Year

C. Certificated Personnel Action Report
D. Approval of September 13, 2023 Regular Board Meeting Minutes
E. Approval of Warrants
F. OAHS Overnight Trip to visit Southern CA Colleges in November 2023
G. Olga Reed and Orcutt Academy K-8 Overnight Trip to Catalina Island Marine Institute for Science Camp in October 2023
H. Board Policy 5117 Interdistrict Attendance, for the second reading
I. Williams Quarterly Report
J. Statement of Assurance for the CTE Strong Workforce Program Round 6 Application

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

ACTION ITEMS

Acceptance of Donations:

A. **From Cheri Palin:** a donation of a Fever Saxophone with an estimated value of $500 to the Alice Shaw School Band.
B. **From Jolene Galaites:** a donation of Golf Uniform Polos with an estimated value of $531.35 to the OAHS Girls Golf Team.
C. **From Olga Avalos-Ramirez:** a donation of Football Game Day Pants with an estimated value of $1,547.82 to the OAHS Boys Football Team.

It was moved by Mark Steller seconded by Liz Phillips and carried to approve that the donation be accepted and that a letter of appreciation be sent to the donor. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

Out- of- State Travel for the Superintendent and Four Staff Members to Attend the National Association for Behavioral Intervention and Threat Assessment (NABITA) Annual Conference

It is was moved by Melanie Waffled seconded by Mark Steller and carried to approve approve Out- of-State Travel for the Superintendent and four (4) staff members to attend the Annual NABITA Conference in West Palm Beach, Florida on November 11-16, 2023, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

Board Policy 1325 Advertising and Promotion

It was moved by Liz Phillips seconded by Mark Steller and carried to approve the revised Board Policy 1325 Advertising and Promotion, 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.

Board Policy 1330 Use of School Facilities

It was moved by Lisa Morinini seconded by Melanie Waffle and carried to approve the revised Board Policy 1330 Use of School Facilities, 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.

Resolution No. 3 The California Energy Commission 0% Loan Application

It was moved by Lisa Morinini seconded by Melanie Waffle and carried to adopt Resolution No. 3 The California Energy Commission 0% Loan Application, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

Alliant International University Supervised Practicum, Student Teacher and Internship Agreement

It was moved by Melanie Waffle seconded by Mark Steller and carried to approve Alliant International University Supervised Practicum, Student Teacher and Internship Agreement, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

University of Kentucky Agreement for the Supervision of Non-Clinical Experience for the Social Work Education Program

It was moved by Mark Steller seconded by Melanie Waffle and carried to approve the University of Kentucky's Agreement for the Supervision of non-clinical experience for the Social Work Education Program with Orcutt Union School District, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

Increase of Substitute Teacher Pay Rate

It was moved by Liz Phillips seconded by Mark Steller and carried to approve the Increase of Substitute Teacher Pay Rate, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

Increase of Hourly and Independent Study Hourly Teacher Pay Rate

It was moved by Melanie Waffle seconded by Liz Phillips and carried to approve the Increase of Hourly and Independent Study Hourly Teacher Pay Rate, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

2024-2025 School Calendar

It was moved by Lisa Morinini seconded by Mark Steller and carried to approve the approve the 2024-2025 School Calendar, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, November 8, 2023 a Special Board Curriculum Meeting on October 25, 2023 beginning with Open Session at 6:00 p.m. in the District Office Boardroom, 500 Dyer St., Orcutt, CA 93455

ADJOURN

It was moved by Liz Phillips seconded by Lisa Morinini and carried to adjourn the meeting at 7:35 p.m. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

_____

Holly Edds, Ed.D. Board Secretary

_____

Lisa Morinini, Clerk, Board of Trustees

ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL CURRICULUM BOARD
MEETING
Wednesday, October 25, 2023

CALL TO ORDER

A Special Curriculum meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, October 25, 2023, beginning with Shaun Henderson calling Public Session to order at 6:00 p.m., Joe Dana led the Pledge of Allegiance. Members Present: Henderson, Morinini, Phillips, Waffle and Steller. Administrators: Edds, Dana, and Knight. Administrators Absent: Salucci. It was moved by Liz Phillips seconded by Lisa Morinini and carried to adopt the October 25, 2025, agenda, as presented. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

PUBLIC COMMENTS

None

SUPERINTENDENT'S REPORT

Grace Nikkel, a student at Patterson Rd. Elementary School was recognized by the Santa Maria Breakfast Rotary District 5240 for being an essay contest winner.

SPECIAL CURRICULUM BOARD MEETING: SCHOOL SITE UPDATES

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

CLOSED SESSION PUBLIC SESSION

None

GENERAL ANNOUNCEMNTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, November 8, 2023, with Closed Session starting at 6:05 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455

ADJOURN TO CLOSED SESSION

It was moved by Liz Phillips, seconded by Melanie Waffle and carried to adjourn to Closed Session at 7:07 p.m. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

RECONVENE TO PUBLIC SESSION AND ADJOURN MEETING

It was moved by Lisa Morinini seconded by Liz Phillips and carried to reconvene to Public Session at 7:53 p.m. Shaun Henderson reported no action was taken in closed session. It was moved by Mark Steller seconded by Liz Phillips and carried to adjourn the meeting at 7:54 p.m. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

_____
Holly Edds, Ed.D., Board Secretary

_____
Lisa Morinini, Clerk, Board of Trustee

Warrants

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

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

ADVERTISING AND PROMOTION

The Governing Board establishes this policy to ensure effective and consistent standards for advertisements and promotions by nonschool groups in school-sponsored publications, on district and school web sites and social media, and on school facilities and grounds. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

The Board desires to promote positive relationships between schools and the community in order to enhance community partnership, support and involvement in the schools. The Superintendent or designee consistent with the criteria established in this policy, approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings or other items of interest to students or parents/guardians

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

   (cf. 1700 - Relations Between Private Industry and the Schools)

3. Paid advertisements on school property, including, but not limited to, advertisements on school buildings, athletic fields, scoreboards, and billboards

4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media

5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

ADVERTISING AND PROMOTION

Criteria for Approval

The Superintendent, principal, or designee shall not accept for distribution, or allow on school property, any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous

2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools

3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

4. Contain prayer or proselytizing language

5. Position the district on any side of a controversial issue

6. Discriminate against, attack, or denigrate any group on account of any unlawful consideration

7. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children

8. Promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for students who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (Education Code 49431.9)

9. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

10. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of students in the intended audience, and whether the

materials or advertisements support the basic educational mission of the district, directly benefit the students or are of intrinsic value to the students or their parents/guardians.

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

State:
Bus. Code 25664: Advertisements encouraging minors to drink
CA Constitution Article 1, Section 2: Freedom of speech and expression
Ed. Code 35160: Authority of governing boards
Ed. Code 35160.1: Broad authority of school districts
Ed Code 35172: Promotional activities
Ed Code 38130-38139: Civic Center Act
Ed Code 49430-49434: The Pupil Nutrition, Health, and Achievement Act of 2001
Ed. Code 49431.9: Prohibition of advertisement of non-nutritious foods
Ed. Code 7050-7058: Political activities of school officers and employees
Federal:
42 USC 1751-1769j: School Lunch Program
42 USC 1773: School Breakfast Program
U.S. Constitution: Amendment 1; Free exercise, free speech, and establishment clauses
Management Resources:
Court Case: Yeo v. Town of Lexington, (1997) 131 F3rd 241
Court Case: Bright v. Los Angeles Unified School District, (1976) 18 Cal. 3d 350
Court Case: DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958
Court Case: Hemry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856
Court Case: Hills v. Scottsdale Unified School District, (2003) 329 F.3d 1044
Court Case: Lehman v. Shaker Heights, (1974) 418 U.S. 298
Website: CSBA District and County Office of Education Legal Services
Website: CSBA

Policy Adopted: 11/8/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Community Relations BP 1330 (a)
USE OF SCHOOL FACILITIES

General Policy

The Governing Board believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by district residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses.

The Superintendent or designee shall give priority to school-related activities in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first-come, first-served basis.

For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities

2. Preserve order in school facilities and on school grounds and protect school facilities, including the designation of a person to supervise this task, if necessary

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of schoolwork

Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities or grounds on those days on which district schools are closed. (Education Code 37220)

There shall be no advertising on school facilities and grounds except as specified in Board Policy 1325 - Advertising and Promotion.

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the district and the community.

Fees

The Board shall adopt a comprehensive schedule of fees to be charged for community use of school facilities and grounds, including, but not limited to, the multipurpose room(s), playing or athletic field(s), track and field venue(s), tennis court(s), and outdoor basketball court(s). The schedule of fees shall be prepared in accordance with 5 CCR 14037-14041. (5 CCR 14041)

USE OF SCHOOL FACILITIES

The Board believes that the use of school facilities or grounds should not result in an expense to the district. The Superintendent or designee shall charge all groups granted the use of school facilities or grounds under the Civic Center Act an amount not to exceed direct costs determined in accordance with 5 CCR 14037-14041. (Education Code 38134)

Additionally, when any use of school facilities or grounds is for religious services, the district shall charge an amount at least equal to the district's direct costs. (Education Code 38134)

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

Calculating Direct Costs

Direct costs to be charged for community use of each, or each type of, school facility or grounds shall be calculated in accordance with 5 CCR 14038 and may reflect the community's proportionate share of the following costs: (Education Code 38134; 5 CCR 14038-14041)

1. Capital direct costs calculated in accordance with 5 CCR 14039, including the estimated costs of maintenance, repair, restoration, and refurbishment of non-classroom space school facilities or grounds

2. Operational direct costs calculated in accordance with 5 CCR 14040, including estimated costs of supplies, utilities, janitorial services, other services performed by district employees and/or contracted workers, and salaries and benefits paid to district employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities and grounds

Direct cost fees shall not be discounted to any group or organization except when the discount is specifically authorized in the adopted fee schedule. (5 CCR 14041)

Expending Funds Collected as Capital Direct Costs

Any funds collected as capital direct costs shall be deposited into a special fund to be used only for capital maintenance, repair, restoration, and refurbishment of school facilities and grounds. (5 CCR 14042)

Use of School Facility as Polling Place

The Board may authorize the use of school buildings as polling places, or vote centers for election day. The Board may also authorize the use of school buildings, without cost, for

the storage of voting machines and other vote-tabulating devices. However, if a city or county elections official specifically requests the use of a school building as a polling place, or vote center on election day and/or during the 10 days preceding election day, as well as during key dates necessary for drop-off, set-up, and pick-up of election materials, as determined by the elections official, the Board shall allow its use for such purpose. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as a polling place or vote center. (Elections Code 12283)

When a school is used as a polling place or vote center, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. The Superintendent or designee shall make a reasonable effort to ensure that the site is accessible to persons with disabilities. (Elections Code 12283)

The Superintendent or designee shall establish procedures to ensure student safety and minimize disruptions whenever school is in session while the facilities are being used as a polling place or vote center.

State:
5 CCR 14037-14042: Proportionate direct costs for use of school facilities and grounds
Bus. Code 25608: Alcohol on school property; use in connection with instruction
Ed. Code 10900-10914.5: Community recreation programs
Ed. Code 32280-32289.5: School safety plans
Ed. Code 37220: School holidays
Ed. Code 38130-38138: Civic Center Act; use of school property for public purposes
Ed. Code 51860: Time and facilities for bicycle and scooter safety instruction
Elec. Code 12283: Polling places: schools
Gov. Code 54950-54963: The Ralph M. Brown Act
M&V Code 1800: Definitions
Federal:
20 USC 7905: Equal access to public school facilities
40 CFR 141.1-141.723: Drinking water standards
Management Resources:
Attorney General Opinion: 79 Ops.Cal.Atty.Gen 248 (1996)
Attorney General Opinion: 82 Ops.Cal.Atty.Gen. 90 (1999)
Court Decision: Ellis v. Board of Education, (1945) 27 Cal.2d 322
Court Decision: Good News Club v. Milford Central School, (2001) 533 U.S. 98
Court Decision: Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384
Court Decision: ACLU v. Board of Education of Los Angeles, (1961) 55 Cal.2d 167
Court Decision: Cole v. Richardson, (1972) 405 U.S. 676
Court Decision: Connell v. Higgenbotham, (1971) 403 U.S. 207
CSBA Publication: Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009
CSBA Publication: Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010
Website: CSBA District and County Office of Education Legal Services
Website: California Department of Education

Community Relations BP 1330 (d)
USE OF SCHOOL FACILITIES

Website: CSBA

Policy Adopted: 11/8/2023

ORCUTT UNION SCHOOL DISTRIC
Orcutt, California

BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed. D

FROM: Sandra Knight
Assistant Superintendent, Educational Services

BOARD MEETING DATE: November 8, 2023

BOARD AGENDA ITEM: Approval of Super Co-Op contract for the 2024-2025 School Year

BACKGROUND: The Department of Child Nutrition is a member of the Super Co-Op. This contract supplies us with contractual pricing and also the necessary commodity food items.

RECOMMENDATION: Staff recommends that The Board of Trustees approve the Super Co-Op Contract for the 2024-2025 School Year, as submitted.

FUNDING: Fund 13

SY2024-25 Annual Renewal of Services
Super Co-Op Joint Powers Authority

Participant District: Orcutt Union School District

Please check (✓) your response:

✓	We plan to CONTINUE membership with Super Co-Op JPA for SY2024-25.
	We do NOT plan to continue membership with Super Co-Op JPA for SY2024-25. What alternate USDA Foods delivery method do you plan to use? _____

Super Co-Op Joint Powers Authority is hereby given authority to contract for USDA Foods and related services on behalf of Member Districts and Participant Districts.

The parties agree as follows:

1. Both parties must remain eligible Recipient Agencies for receipt of United States Department of Agriculture (USDA) donated commodity foods (USDA Foods) as determined by the California Department of Education (CDE), Nutrition Services Division.

2. Through this written agreement, the Lead District is assigned control of the Participant District's fair share of USDA Foods entitlement for SY2024-25. The Lead District is responsible for ordering, receiving, storing, and distribution of Direct Delivery USDA Foods on behalf of Participant.

3. Lead District is responsible to maintain an inventory management system for all USDA Foods Direct Delivery items received and stored on behalf of Participant. Participant is responsible to maintain an inventory management system for all USDA Foods Direct Delivery or processed items after delivery to Participant District.

4. Both parties are responsible for compliance with USDA and the CDE, Nutrition Services Division policies and regulations.

5. SY2024-25 Fees:

   Membership Fees are paid by Participant District directly to the Lead District, billed in July 2024.

   Annual Renewal Fee beginning the 2nd year of membership shall be 0.3% of the current year USDA Foods estimated entitlement on July 1.

   State Administrative Fee of $0.90 per case/unit of USDA Foods direct delivery (brown box) and pounds diverted to processors (price is set by the CDE annually and subject to change).

   Delivery fees as per member district selected distributors.

   All fees are subject to change, as approved by the Super Co-Op JPA Board of Directors.

   Participant District agrees to remit all Super Co-Op JPA fees promptly upon receipt of invoice.

6. Participant District agrees to abide by the current Super Co-Op JPA Governing Rules, bylaws, conflict of interest cost and code of conduct, Brown Box Storage Policy, and other rules or policies as approved by the Board of Directors.

7. Should a loss of USDA Foods being held for the Participant District occur, due to/ but not limited to theft, spoilage, etc., the Lead District is responsible to the CDE, Nutrition Services Division and/or the USDA for the Fair Market Value of that food item(s). Both the Participant District and Lead District shall be responsible to maintain insurance coverage or contract provisions for insurance coverage with third party vendors that move or house USDA Foods at the fair market value.

8. Participant District shall respond to pre-planners and offerings promptly.

9. Participant District shall read all correspondence from the Super Co-Op JPA and respond promptly as indicated.

10. Participant District shall maintain accurate contact information with the Super Co-Op JPA to assure proper routing of invoices and correspondence.

11. Participant District agrees to complete the annual Food Distribution Program Annual Commodity Contract Packet in CNIPs when notified by the California Department of Education, typically in June of each year.

12. Participant District agrees to verify Value Pass Through (VPT) for all processed USDA Foods purchased and monitor entitlement balance ensuring that processed product is reported correctly by distributors or processors. Discrepancies shall be addressed promptly with USDA Foods distributor and/or processor.

13. In the event of a change in Lead District, this Agreement shall convey to the new Lead District.

14. Termination of the Assignment of USDA Foods shall be made in writing to the Lead District no later than December 10 to take effect the following June 30.

15. Provide current contact information for three (3) individuals at your district/agency:

Nutrition Services Director	
Name	Bethany Markee
Title	Child Nutrition Director
Telephone	805-938-8925
Email	bmarkee@orcutt-schools.net

Accounts Payable Contact	
Name	Anna Orca
Title	Sr. Accounting Technician
Telephone	805-938-8908
Email	aorca@orcutt-schools.net

Additional Contact for USDA Foods Management	
Name	Mary Andrade
Title	Director of Fiscal Services
Telephone	805-938-8917
Email	mandrade@orcutt-schools.net

16. Each individual executing this Annual Renewal of Services on behalf of Participant District represents, for the benefit of Lead District, that he or she is duly authorized to execute and deliver this Annual Renewal of Services on behalf of Participant District.

17. Lead District and Participant District acknowledge that this Annual Renewal of Services is subject to approval by the Participant District's Board and this Annual Renewal of Services shall not be effective until after the Participant District's Board approves this Annual Renewal of Services.

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

My execution of this Annual Renewal of Services was approved by the Participant District's Board of Education at a duly called and noticed Regular Board Meeting on November 8, 2023.

Participant District	Orcutt Union School District
Signature	
Print Name	Sandra Knight
Title	Asst. Supt. Business Services
Date	11/8/2023

Signature	
Super Co-op Representative Name (Printed)	
Date	

ORCUTT ACADEMY HIGH SCHOOL
MEMORANDUM

TO:	Board of Trustees Holly Edds, Ed.D
FROM:	Rhett Carter Principal, Orcutt Academy High School
BOARD MEETING DATE:	November 8, 2023
BOARD AGENDA ITEM:	Orcutt Academy High School Boys Basketball Team
BACKGROUND:	Orcutt Academy High School Boys Varsity Basketball team would like to participate in the Frank Ainley Invitational Basketball Tournament in Visalia, CA. This tournament will be an overnight trip with hotel reservations at a local hotel. The team will depart from OAHS at noon on Thursday, December 14, 2023 and will return on the evening of Saturday, December 16, 2023. Coach Ryan Smalley and Assistant Coach Justine Figuracion will be accompanying the thirteen-player team to this tournament. Transportation will be provided by coaches who will be driving OAHS Suburbans. The cost for this tournament will be paid through fundraising events.
RECOMMENDATION:	Staff recommends that this trip be approved as submitted
FUNDING:	No Impact on General Fund

Orcutt Union School District Field Trip Information Form

PLEASE RESERVE FIELD TRIPS AT LEAST ONE MONTH IN ADVANCE

1. Date of Trip 12-14 through 12-16
2. Destination Woodlake Basketball Tournament

   Telephone # N/A Fax # N/A
3. Requested Donation per Student (if any) None

TRANSPORTATION

1. Time of Departure Noon - 12/14 Return Time Sometime 12/16
2. Employees Going on the Trip Ryan Smalley, Justine Figueroa OA Boys basketball coaches
3. # Students 13 #Chaperones ON THE BUS 2 Student/Staff Ratio on Trip 6:1
4. OUSD Bus _____ Walking _____ Private Car(s) _____ Other Bus Source OA Van / Suburban
5. Other Stops Requested None
6. Purpose of Trip Boys basketball Tournament
7. Curriculum Connection (list standards if possible) —
8. Pick up Location OA
9. Sack Lunches or Supplies/Additional Clothing Needed? Kids bring items.
10. Account to be Charged Hotel / Gas from basketball account

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

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

✓ **Letter to notify parents of this field trip is attached. (Parents need to be notified in writing anytime students leave campus. Sign off is not needed.)** Parents will be notified.

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

Requesting Teacher [signature] Date 10/10/23

Principal Approval [signature] Date 10/13/23

Copy sent to: Health Services ✓ Athletics Child Nutrition ✓ K40

Revised 4/7/2017

* added to master calendar

Frank Ainley Invitational- Varsity Boys Basketball

December 14-16, 2023

Round Robin- 4 game guarantee	
1. Woodlake	6. Kings Christian
2. Orosi	7. Granite Hills
3. Exeter	8. Orange Cove
4. Orcutt	9. Summit Charter
5. Caruthers	10. Del Oro

December 14	
WHS Event Center	**WVMS Crawford Center**
1. 4:00pm Caruthers vs Kings Christian	2. 4:00 pm Orosi vs Summit Charter
3. 5:30 pm Exeter vs Orange Cove	4. 5:30 pm Orcutt vs Granite Hills
5. 7:00 pm Woodlake vs Del Oro	
December 15	
WHS Event Center	**WVMS Crawford Center**
6. 4:00 pm Orcutt vs Summit Charter	7. 4:00 pm Caruthers vs Del Oro
8. 5:30 pm Exeter vs Granite Hills	9. 5:30 pm Orosi vs Orange Cove
10. 7:00 pm Woodlake vs Kings Christian	
December 16	
WHS Event Center	**WVMS Crawford Center**
11. 8:00 am Del Oro vs Summit Charter	12. 8:00 am Granite Hills vs Orange Cove
13. 9:00 am Caruthers vs Exeter	14. 9:00 am Kings Christian vs Orcutt
15. 10:00 am Woodlake vs Orosi	
WHS Event Center	**WVMS Crawford Center**
16. 11:30 am 5th & 6th	17. 11:30 am 9th & 10th
18. 12:30 pm 3rd & 4th	19. 12:30 pm 7th & 8th
20. 1:30 pm Championship	

- **Admission $7 Adults/ $4 Students and Sr. Citizens / NO PASSES ALLOWED**
- **Trainer will be on site.**
- **Water is provided.**
- **There will be a concession stand**

Revised October 12, 2023

Tournament Rules

- First team listed wears home whites- home team provides game ball.
- Scorer's table will allow for one individual from each school to sit at the table.
  Tie breakers will be determined in the following order:
    1. Best overall record
    2. Total points scored
    3. Least points allowed
    4. Coin toss
- 8 minute quarters
- 5 minute warm up
- 10 minute halftime
- 2 time outs per half
- 1st overtime is 5 minute - each team get 2 time outs
- 2nd overtime is 1st to score

Game Tracker			
Game Number	**Teams**	**Score**	**Winner**
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Revised October 12, 2023

ORCUTT UNION SCHOOL DISTRICT

REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Patterson Date: 10/9/23

DONOR:
Name: Lash & Beauty Loft - Mary Michel
Address: 125 Union Ave Suite 102
Phone No. 805-287-9162 - 805-345-9749

GIFT:
Item Donated _____ or Cash Donation $ 100 cash
(Fill in if money is donated)
Designated for: Robotics
General Description: Robotics Teams donation
Model No.: _____ Condition: [X] New [X] Used
Value (estimated): _____
Purpose of Gift: Help w/ Robotics
Will gift be purchased through Business Services Office? ☐ Yes ☐ No
Donor Conditions of Acceptance: tax writeoff letter

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): Jenny Wright
Acceptance Approved By (Administrator): _____
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: Patterson Rd. Date: 10/9/23

DONOR: Name: T & J Salazar. DBA Jack's in Old Orcutt

Address: 156 S. Broadway Suite C

Phone No.

GIFT: Item Donated _____ or Cash Donation $ 350.00
(Fill in if money is donated)

Designated for: Robotics

General Description: Robotics Teams

Model No.: _____ Condition: [X] New [X] Used

Value (estimated): _____

Purpose of Gift: Donation to help w/ Robotics at PR

Will gift be purchased through Business Services Office? ☐ Yes ☐ No

Donor Conditions of Acceptance: tax writeoff / letter

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): Terry Wright

Acceptance Approved By (Administrator):

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: Patterson Rd. Date: 10/9/23

DONOR:
Name: Bautista Family Farms LLC
Address: 2450 Huasna Rd.
Phone No.

GIFT:
Item Donated _____ or Cash Donation $ 250.00 (Fill in if money is donated)
Designated for: Robotics
General Description: Robotics Teams - PR
Model No.: _____ Condition: [X] New [X] Used
Value (estimated):
Purpose of Gift: Donate to our Robotics team,
Will gift be purchased through Business Services Office? ☐ Yes ☐ No
Donor Conditions of Acceptance: Tax writeoff / letter

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): Terry Wright
Acceptance Approved By (Administrator):
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: Patterson Date: 10/4/23

DONOR: Name: Hector Perez DBA · Hacienda Roofing

Address: 210 W. Orchard St · Stm ·

Phone No. 805-698-5568

GIFT: Item Donated _____ or Cash Donation $ 250.00
(Fill in if money is donated)

Designated for: Robotics - Patterson Rd.

General Description: _____

Model No.: _____ Condition: [X] New [X] Used

Value (estimated): _____

Purpose of Gift: Help pay for local competition fees

Will gift be purchased through Business Services Office? ☐ Yes ☐ 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): Terry Wright / Ana Perez

Acceptance Approved By (Administrator): _____

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: OJHS Date: 10/2/23

DONOR:
Name: Patrick Stay / Stay True Construction
Address: 1129 Woodmere Rd., Santa Maria, CA 93455
Phone No. 805-406-5663

GIFT:
Item Donated _____ or Cash Donation $ 550.00 (Fill in if money is donated)
Designated for: OJHS Cheer
General Description: Donation for Cheer Squad
Model No.: _____ Condition: ☒ New ☒ Used
Value (estimated): _____
Purpose of Gift: _____

Will gift be purchased through Business Services Office? ☐ Yes ☐ 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? N/A
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): Jen O'Kane
Acceptance Approved By (Administrator): _____
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: OJHS Date: 10/11/23

DONOR:
Name: Whispering Tree Nursery LLC
Address: 110 Norris St., Santa Maria, CA 93455
Phone No. 805-937-3808

GIFT:
Item Donated: 6 Bags of potting soil or Cash Donation $ (Fill in if money is donated)
Designated for: OJHS Garden
General Description: Gardening Supplies
Model No.: _____ Condition: [X] New [ ] Used
Value (estimated): 83.98
Purpose of Gift: To help the OJHS Garden
Will gift be purchased through Business Services Office? [ ] Yes [X] No
Donor Conditions of Acceptance: _____

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

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

Acceptance Requested By (OUSD Staff Member): Jen O'Kane
Acceptance Approved By (Administrator):
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.)

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

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

Today's date: 11 08 23 ___/___/___

District: Orcutt Union School District

Completed by: Julie Payne

Title: Executive Assistant, Superintendent and Board of Trustees

Annual Governing Board Organization Meeting

Note: Meeting must be scheduled between Dec. 1-20

- Date of meeting: 12/13/2023
- Time of meeting: Closed Session 6-6:30 Open Session 6:30 PM

Return completed form to:

School Business Advisory Services
Santa Barbara County Education Office

REFERENCE:
EC§35143; 72000(B)(5)(C)(2)A,B,C

ATTACHMENT A

SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: November 8, 2023

BOARD AGENDA ITEM: Resolution No. 5 Support of Allan Hancock College Offering a Bachelor's Degree

BACKGROUND: Allan Hancock College is applying to the Board of Governors of the California Community Colleges to offer a Bachelor of Science in Applied Professional Studies. The proposed bachelor's degree offers a promising new way for students to continue their education within our region. For local graduates who, for financial or personal reasons, are unable to relocate to pursue a four-year degree, this program would allow them to continue their educational journey beyond the associate degree by providing an accessible, local pathway to higher education. Further, as a local program serving the community, this degree would prepare future professionals who reflect our community's diversity and are thus prepared to provide leadership and services that are inclusive and responsive to our unique needs.

At Orcutt Union School District, we work to ensure our graduates have the preparation they need to succeed in the next steps of their academic journey, and we support efforts to make higher education more accessible to them. We commend Allan Hancock College for its dedication to providing such an opportunity and for prioritizing the preparation of professionals who can serve our diverse community effectively. By supporting the Bachelor of Arts in Applied Professional Studies, we share that vision of a more inclusive, equitable, and culturally responsive educational landscape.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the Resolution in Support of Allan Hancock College in its application to the Board of Governors of the California Community Colleges to offer a bachelor's degree in Applied Professional Studies, as submitted.

FUNDING: N/A

RESOLUTION IN SUPPORT OF ALLAN HANCOCK COLLEGE OFFERING A BACHELOR'S DEGREE

WHEREAS, bachelor's degree attainment in northern Santa Barbara County are well below the state's average, wherein the region's two largest cities, Santa Maria and Lompoc, have college attainment rates below 13% (compared to the statewide average of 35%); and

WHEREAS, the nearest baccalaureate-granting universities to the Santa Maria area are University of California, Santa Barbara (70 miles south), and California Polytechnic State University, San Luis Obispo (35 miles north), both of which maintain international profiles that result in low admission rates for local students; and

WHEREAS, the benefits of bachelor's degree is well documented, with a recent nationwide study from the College Board reporting that median earnings of bachelor's degree recipients were 65% higher than those of high school graduates with no degree; and

WHEREAS, current data from the Bureau of Labor Statistics indicate that management jobs in fields such as operations, health services, transportation, and communications are in high demand and pay a livable wage in Santa Barbara and San Luis Obispo counties; and

WHEREAS, Allan Hancock College, established over a century ago in 1920, is a federally designated Hispanic-serving intuition that has been recognized five times since 2011 by the Aspen Institution as a top 150 community college nationally; and

WHEREAS, Allan Hancock College maintains a strong track record of partnering with regional business and industry, municipalities, agencies, and k-12 educational institutions for workforce development, and contributes in excess of $550 million annually to the local economy; and

WHEREAS, Allan Hancock College is applying to the Board of Governors of the California Community Colleges to offer its first bachelor's degree for local students who may not be able to move or commute out of the region for their education; and

WHEREAS, the proposed Bachelor's of Science in Applied Professional Studies will provide practical management education through the college's Business Department and will prepare graduates for entry-level positions in office management, human resources, and other basic business operations.

THEREFORE, BE IT RESOLVED that the Board of Trustees does hereby express our unequivocal support for Allan Hancock College in its application to the Board of Governors of the California Community Colleges to offer a bachelor's degree in Applied Professional Studies.

PASSED AND ADOPTED by the Orcutt Union School District on this 8th day of November, 2023.

Ayes:
Noes:
Abstentions:
Absent:

By:_____ Shaun Henderson, Board President

SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: November 8, 2023

BOARD AGENDA ITEM: Board Policy 1160 Political Processes

BACKGROUND: Board Policy 1160 was updated reflect New Law (AB 1416, 2022) which requires the ballot label or similar description of a school district measure on a county ballot to list, either as a supporter or an opponent of the measure, the associations, nonprofit organizations, businesses, or individuals, including current or former elected officials such as Governing Board members, who have signed the ballot argument or are listed in the text of the argument in support or opposition of the measure unless the county board of supervisors elects not to list such supporters and opponents.

RECOMMENDATION: It is recommended that Board of Trustees adopt the updated Board Policy 1160 Political Processes, for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

Community Relations BP 1160 (a)
POLITICAL PROCESS

The Board of Trustees has a responsibility to actively advocate fiscal and public policy that supports the district's schools and the children in the community. ~~To the extent possible,~~ The Board shall be proactive in defining the district's advocacy agenda based on the district's vision and goals and the needs of the district and community. The Board's advocacy efforts shall be conducted in accordance with legal requirements. ~~the direction set forth in the district's vision and goals.~~

~~(cf. 0000 - Vision)~~
~~(cf. 0200 - Goals for the School District)~~
~~(cf. 9000 - Role of the Board)~~
~~(cf. 9010 - Public Statements)~~

~~The Board may establish reasonable regulations related to Board members and employees engaging in political activity during working hours and on district premises. (Education Code 7055)~~

~~(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)~~
Ballot Measures/Candidates

No district funds, services, supplies, or equipment shall be used to urge the support or defeat of any ballot measure or candidate, including any candidate for election to the Board. (Education Code 7054)'

The Board may discuss and study the potential effect of proposed or qualified ballot measures on the district's schools at an open and agendized Board meeting. The Board's discussion of the effect of such measures shall include an opportunity for staff and members of the public to speak on all sides of the issue. At that meeting, the Board may adopt a position or resolution in support of or in opposition to a ballot measure. The language in any resolution adopted by the Board shall not urge the public to take any action regarding the measure.

The Board's position on a ballot measure, including any resolution, shall be publicized only through normal district procedures and consistent with regular district practice for reporting Board actions. Such publicity shall be for informational purposes and shall not attempt to influence voters.

Individual School Board members may include their name in support of or opposition to a county, city, district, or school measure on a county ballot in accordance with Elections Code 9170.

The Superintendent or designee may use district resources to provide students, parents/guardians, and community members with fair and impartial information related to ballot measures, including information about the impact of ballot measures on the

district. (Education Code 7054)

In preparing or distributing such informational material, the Superintendent or designee shall analyze the material to help ensure that it is an appropriate informational activity, provides a fair analysis of the issues, and does not advocate passage or defeat of a measure or candidate.

District resources, including email or computer systems, shall not be used to disseminate campaign literature. In addition, district resources shall not be used to purchase advertisements, bumper stickers, posters, or similar promotional items that advocate an election result or urge voters to take any action in support of or in opposition to a measure.

Political activity related to district bond measures shall, in addition to the above, be subject to the following conditions:

1. The Superintendent or designee may research, draft, and prepare a district bond measure or other initiative for the ballot, but shall not use district resources to influence voters or otherwise campaign for the measure.

2. Upon request, Board members and district administrators may appear at any time before a citizens' group to explain why the Board called for an election on a bond measure and to answer questions. (Education Code 7054.1)

   If the presentation occurs during working hours, the employee representing the district shall not urge a citizens' group to vote for or against the bond measure.

3. The Board or any individual Board member may file a written argument for the ballot that is either for or against any school measure. (Elections Code 9501)

Legislation

The Board's responsibility as an advocate for the district may include lobbying at the state, national and local levels. The Board and Superintendent or designee shall work to establish and maintain ongoing relationships with elected officials, community leaders, and the media in order to communicate district positions and concerns.

The Board and Superintendent shall develop an advocacy action plan to define expectations and responsibilities. This plan may include, but is not limited to, legislative priorities, strategies for outreach to the media and community, development of key messages and talking points, and adoption of positions on specific legislation, regulations, or budget proposals.

~~Because local governments also make decisions which impact the district's schools, the Board and the Superintendent or designee shall work to establish ongoing relationships~~

~~with city and county officials and agencies, and shall inform them of the potential effect of local issues on the schools.~~

~~(cf. 1020 - Youth Services)~~
~~(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)~~
~~(cf. 7131 - Relations with Local Agencies)~~

~~The Board shall identify issues that will affect its schools and the children in its community, establish goals and priorities for legislative advocacy, solicit community input and adopt legislative positions. The Superintendent or designee shall establish a coordinated plan for carrying out the advocacy agenda, including specific activities, target groups or individuals, staff responsibilities and timelines.~~

In order to strengthen legislative advocacy efforts, the district may work with organizations and coalitions and may join associations whose representatives lobby on behalf of their members in accordance with Government Code 53060.5.

As necessary, the Board may direct the Superintendent or designee may draft legislative or regulatory proposals which serve the district's interests.

~~The Board may provide fair and impartial information about legislative issues affecting schools and children and shall inform the community about its legislative advocacy activities. However, the Board shall not urge the public to lobby the legislature on behalf of the district.~~

~~(cf. 1100 - Communication with the Public)~~
~~(cf. 1112 - Media Relations)~~

~~Ballot Measures/Candidates~~

~~The Board may study the potential effect of ballot measures on the district's schools. Any Board discussion of the effect of such measures shall include an opportunity for Board members, staff and members of the public to speak on all sides of the issue. Following such study, the Board may adopt positions in support of or in opposition to ballot measures of importance to education.~~

~~The Board's positions shall be publicized only through normal district procedures for reporting Board actions and in a manner that does not attempt to influence voters.~~

~~(cf. 9323 - Meeting Conduct)~~

~~No district funds, services, supplies or equipment shall be used to urge the support or defeat of any ballot measure or candidate, including any candidate for election to the Board. (Education Code 7054)~~

~~District resources shall not be used to disseminate campaign literature or to purchase advertisements, bumper stickers, posters or similar promotional items that advocate an~~

~~election result.~~

~~(cf. 1325 - Advertising and Promotion)~~

~~The Superintendent or designee may use district resources to provide students, parents/guardians and community members with fair and impartial information related to ballot measures, including information about the impact of ballot measures on the district. (Education Code 7054)~~

~~In preparing or distributing such information, the Superintendent or designee shall ensure that the totality of the circumstances, including language, style, tenor and timing, does not expressly advocate passage or defeat of a measure or candidate.~~

~~The Superintendent or designee may research, draft and prepare a bond measure or other initiative for the ballot, but shall not use district resources to secure signatures in order to qualify the measure for the ballot.~~

~~Upon request, Board members and district administrators may appear at any time before a citizens' group to explain why the Board called for an election on a bond measure and to answer questions. (Education Code 7054.1)~~

~~If the presentation occurs during working hours, the district representative shall not urge a citizens' group to vote for or against the bond measure.~~

~~For informational purposes, the Superintendent or designee may conduct a poll related to a ballot issue. Such a poll shall not advocate a particular position on the issue.~~

Legal Advocacy

The Board recognizes that some issues are more appropriately addressed judicially rather than legislatively. When a legal issue is likely to set a state or national precedent, the district may join with other districts or parties in order to resolve the ~~challenge the~~ issue through litigation or other appropriate means.

~~(cf. 9124 - Attorney)~~

Political Forums

Forums on political issues may be held in district facilities as long as the forum is made available to all sides of the issue on an equitable basis. (Education Code 7058)

~~(cf. 1330 - Use of School Facilities)~~

Legal Reference:
State
2 CCR 18600-18640: Lobbyists
2 CCR 18901.1: Campaign related mailings sent at public expense
Ed. Code 35160: Authority of governing boards
Ed. Code 35172: Promotional activities
Ed. Code 7050-7058: Political activities of school officers and employees
Ed. Code 7054: Use of district property
Ed. Code 7054.1: Requested appearance
Ed. Code 7056 : Soliciting or receiving political funds
Elec. Code 9170: Ballot label; support and opposition listings
Elec. Code 9501: School district elections; arguments for or against a measure
Gov. Code 53060.5: Attendance at legislative body; expenses
Gov. Code 54953.5: Audio or video recording of proceedings
Gov. Code 54953.6: Broadcasts of proceedings
Gov. Code 81000-91014: Political Reform Act
Gov. Code 82031: Definition of independent expenditure
Gov. Code 8314: Unlawful use of state resources
Management Resources
Attorney General Opinion: 73 Ops.Cal.Atty.Gen. 255 (1990)
Attorney General Opinion: 88 Ops.Cal.Atty.Gen. 46 (2005)
Court Decision: Choice-in-Education League et al v. Los Angeles Unified School District, (1993) 17 Cal.App.4th 415
Court Decision: League of Women Voters v. Countywide Criminal Justice Coordination Committee, (1988) 203 Cal.App.3d 529
Court Decision: Miller v. Miller, (1978) 87 Cal.App.3d 762
Court Decision: Santa Barbara County Coalition Against Automobile Subsidies v. Santa Barbara County Association of Governments, (2008) 167 Cal.App.4th 1229
Court Decision: Stanson v. Mott, (1976) 17 Cal. 3d 206
Court Decision: Vargas v. City of Salinas, (2009) 46 Cal. 4th 1
Court Decision: Yes on Measure A v. City of Lake Forest, (1997) 60 Cal.App.4th 620
CSBA Publication: Legal Guidelines for Lobbying Activity, Fact Sheet, February 2011
CSBA Publication: Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011
Institute for Local Government Publication: Legal Issues Associated with Use of Public Resources and Ballot Measure Activities, June 2010
Website: CSBA District and County Office of Education Legal Services
Website: Institute for Local Government
Website: Fair Political Practices Commission
Website: CSBA

~~EDUCATION CODE~~
~~7054 Use of district property~~
~~7054.1 Requested appearance~~
~~7055 Local rules~~
~~7056 Soliciting or receiving political funds~~
~~7058 Use of forum~~
~~35160 Authority of governing boards~~
~~35172 Promotional activities~~
~~GOVERNMENT CODE~~
~~50023 Attending legislature to support or oppose legislation~~
~~53060.5 Attendance at legislative body; expenses~~
~~54953.5 Right to record proceedings~~

~~54953.6 Broadcasts of proceedings~~
~~81000-91015 Political Reform Act~~
~~COURT DECISIONS~~
~~Stinson v. Mott, (1976) 17 Cal. 3d 206~~
~~Miller v. Miller, (1978) 87 Cal.App.3d 762~~
~~League of Women Voters V. Countywide Criminal Justice Coordination Committee, (1988) 203 Cal.App.3d 529, 250 Cal. Rapt. 161, rev.den.~~
~~Choice-in-Education League et al v. Los Angeles Unified School District, (1993) 17 Cal.App.4th 415~~
~~Yes on Measure A v. City of Lake Forest (1997) 60 Cal.App.4th 620~~
~~Scherer v. Buchanan, First Appellate District, Civil No. A076648~~
~~ATTORNEY GENERAL OPINIONS~~
~~73 Ops.Cal.Atty.Gen. 255 (1990)~~
~~Management Resources:~~
~~OFFICE OF LEGISLATIVE COUNSEL~~
~~Advice letter #7837, March 18, 1996 (use of public funds to publicize board positions)~~
~~FAIR POLITICAL PRACTICES COMMISSION~~
~~FPPC No. 93/345 (1996)~~
~~CSBA PUBLICATIONS~~
~~Political Activities of School Districts: Legal Issues, 1998~~
~~Maximizing School Board Leadership: Community Leadership, 1996~~

Policy Adopted: ~~11/8/06~~ 12/13/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: November 8, 2023

BOARD AGENDA ITEM: Board Policy 0410 Nondiscrimination in District Programs and Activities

BACKGROUND: Board Policy 0410 was updated reflect New Law (AB 1078, 2023) which requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district. It also clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instruction material, or other curriculum for classroom instruction, or any book or resource in a school library.

RECOMMENDATION: It is recommended that Board of Trustees adopt the updated Board Policy0410 Nondiscrimination in District Programs and Activities, for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board ~~of Trustees~~ is committed to equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, reproductive health decision making, physical or mental disability, sex, sexual orientation, gender, gender identity gender expression, veteran or military status, or genetic information; or perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

~~(cf. 1240 - Volunteer Assistance)~~
~~(cf. 4030 - Nondiscrimination in Employment)~~
~~(cf. 4032 - Reasonable Accommodation)~~
~~(cf. 4033 - Lactation Accommodation)~~
~~(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)~~
~~(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)~~
~~(cf. 5131.2 - Bullying)~~
~~(cf. 5145.3 - Nondiscrimination/Harassment)~~
~~(cf. 5145.7 - Sexual Harassment)~~
~~(cf. 5145.9 Hate-Motivated Behavior)~~
~~(cf. 5146 - Married/Pregnant/Parenting Students)~~
~~(cf. 6145 - Extracurricular and Cocurricular Activities)~~
~~(cf. 6145.2 - Athletic Competition)~~
~~(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)~~
~~(cf. 6164.6 - Identification and Education Under Section 504)~~
~~(cf. 6178 - Career Technical Education)~~
~~(cf. 6200 - Adult Education)~~

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

~~(cf. 3540 - Transportation)~~
~~(cf. 3553 - Free and Reduced Price Meals)~~

~~(cf. 5145.13 - Response to Immigration Enforcement)~~

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

~~Annually,~~ The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report ~~his/her~~ the findings and recommendations to the Board after each review.

~~(cf. 1330 - Use of Facilities)~~

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

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

Pursuant to 34 CFR 104.8 and 34 CFR 106.8 ~~206.9~~, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, ~~and~~ applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms or other materials distributed by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting room, and other prominent locations as appropriate.

~~(cf. 1113 - District and School Web Sites)~~
~~(cf. 1114 - District-Sponsored Social Media)~~
~~(cf. 4112.9/4212.9/4312.9 - Employee *Notifications)*~~
~~(cf. 5145.6 - Parental Notifications)~~

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including

information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

~~(cf. 6163.2 - Animals at School)~~
~~(cf. 7110 - Facilities Master Plan)~~
~~(cf. 7111 - Evaluating Existing Buildings)~~

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

~~(cf. 6020 - Parent Involvement)~~
~~(cf. 9320 - Meetings and Notices)~~
~~(cf. 9322 - Agenda/Meeting Materials)~~

The individual~~s~~ identified AR 1312.3 – Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. ~~He/she~~ The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Susan Salucci, Assistant Superintendent, Human Resource
(title or position)
500 Dyer St., Orcutt, CA 93455
(address)
(805) 938-8909
(telephone number)

ssalucci@orcutt-schools.net
(email)

Legal Reference:
State
5 CCR 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 48980: Parent/Guardian notifications
Ed. Code 48985: Notices to parents in language other than English
Ed. Code 51007: Legislative intent: state policy
Ed. Code 51204.5: Social sciences instruction; contributions of specified groups
Ed. Code 51501: Nondiscriminatory subject matter
Ed. Code 60010: Instructional materials; definition
Ed. Code 60040-60052: Requirements for instructional materials
Gov. Code 11000: Definitions
Gov. Code 11135: Prohibition of discrimination
Gov. Code 12900-12996: Fair Employment and Housing Act
Gov. Code 54953: Meetings; Americans with Disabilities Act accessibility
Gov. Code 54953.2: Brown Act compliance with Americans with Disabilities Act
Gov. Code 8310.3: California Religious Freedom Act
Pen. Code 422.55: Definition of hate crime
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
20 USC 2301-2414: Strengthening Career and Technical Education for the 21st Century Act
20 USC 6311: State plan
20 USC 6312: Local educational agency plan
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 106.1-106.82: Discrimination on the basis of sex; effectuating Title IX
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
Management Resources
CA Civil Rights Department Publication: California Law Prohibits Workplace Discrimination and Harassment
CA Department of Health Care Services Publication: Policy and Procedures Letter No. 21-017R, December 2021
CA Department of Health Care Services Publication : Policy and Procedures Letter No. 23-004, February 2023
CA Office of the Attorney General Publication: Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
CSBA Publication: Parental and Student Rights in Relation to Transgender and Gender Nonconforming Students, Recently Asked Questions, August 2023
CSBA Publication: Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022
U.S. DOE & U.S. DOJ Civil Rights Divisions Pub: Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023
U.S. DOE, Office for Civil Rights Publication: Supporting Transgender Youth in School, June 2021
U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter: Frequently Asked Questions About the

June 29, 2010, Dear Colleague Letter, May 26, 2011
U.S. DOE, Office for Civil Rights Publication: Nondiscrimination in Employment Practices in Education, August 1991
U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter: Race and School Programming, August 2023
U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter: Electronic Book Readers, June 29, 2010
U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter: Harassment and Bullying, October 2010
U.S. DOJ, Civil Rights Division Publication: Guidance on Web Accessibility and the ADA, March 2022
U.S. DOJ, Civil Rights Division Publication: Accessibility of State and Local Government Websites to People with Disabilities, February 2020
U.S. DOJ, Civil Rights Division Publication: 2010 ADA Standards for Accessible Design, September 2010
Website: CSBA District and County Office of Education Legal Services
Website: California Office of the Attorney General
Website: World Wide Web Consortium, Web Accessibility Initiative
Website: Pacific ADA Center
Website: U.S. Department of Justice, Civil Rights Division, Disability Rights Section
Website: California Safe Schools Coalition
Website: CSBA
Website: California Department of Education
Website: California Civil Rights Department
Website: U.S. Equal Employment Opportunity Commission
Website: U.S. Department of Education, Office for Civil Rights
Website: California Department of Health Care Services
World Wide Web Consortium Publication: Web Content Accessibility Guidelines, December 2008

~~EDUCATION CODE~~
~~200-262.4 Prohibition of discrimination~~
~~48980 Parental notifications~~
~~48985 Notices to parents in language other than English~~
~~51007 Legislative intents: state policy~~
~~GOVERNMENT CODE~~
~~8310.3 California Religious Freedom Act~~
~~11000 Definitions~~
~~11135 Nondiscrimination in programs or activities funded by state~~
~~12900-12996 Fair Employment and Housing Act~~
~~54953.2 Brown Act compliance with Americans with Disabilities Act~~
~~PENAL CODE~~
~~422.55 Definition of hate crime~~
~~422.6 Interface with constitutional right or privilege~~
~~CODE OF REGULATIONS, TITLE 5~~
~~4600-4687 70 Uniform complaint procedures~~
~~4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance~~
~~UNITED STATES CODE, TITLE 20~~
~~1400-1482 Individuals with Disabilities in Education Act~~
~~1681-1688 Discrimination based on sex or blindness, Title IX~~
~~2301-2415 Carl D. Perkins Vocational and Applied Technology Act~~
~~6311 State plans~~

6312 Local education agency plans
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
106.9 Dissemination of policy
Management Resources:
CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students against Sex Discrimination, July 2016
CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to assist California's K-12 Schools in Responding to Immigration Issues, April 2018
CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
California Law Prohibits Workplace Discrimination and Harassment
U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Dear Colleague Letter, May 26, 2011
Dear Colleague Letter: Harassment and Bullying, October 2010
Notice of Non-Discrimination, Fact Sheet, August 2010
Dear Colleague Letter: Electronic Book Readers, June 29, 2010
Nondiscrimination in Employment Practices in Education, August 1991
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
2010 ADA Standards for Accessible Design, September 2010
Accessibility of State and Local Government Websites to People with Disabilities, June 2003
WORLD WIDE WEB CONSORTIUM PUBLICATIONS
Web Content Accessibility Guidelines, December 2008
WEB SITES
CSBA: http://www.csba.org
California Office of the Attorney General: http://oag.ca.gov
California Department of Education: http://www.cde.ca.gov
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
California Safe Schools Coalition: http://www.casafeschoolscoalition.org
Pacific ADA Center: http://www.adapacific.org

~~U.S. Department of Education, Office of Civil Rights: http://www.ed.gov/offices/OCR~~
~~U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: http://www.ada.gov~~
~~U.S. Equal Employment Opportunity Commission: http://www.eeoc.gov~~
~~World Wide Web Consortium, Web Accessibility Initiative: htt://www.w3.org/wai~~

Policy Adopted: ~~09/12/2018~~ 12/13/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: November 8, 2023

BOARD AGENDA ITEM: Board Bylaw 9124 Attorney

BACKGROUND: Board Bylaw 9124 was updated to revise the first philosophical paragraph to recognize the need to provide legal representation to the district and the importance of cost-effective legal advice and services. It also clarifies that the Governing Board may appoint and fix and order paid legal counsel's compensation, expand the types of entities that the Board may contract with to serve as legal counsel, and reflect that the Board supports pursuing collaborative legal efforts with other districts as well as other government agencies as appropriate. Board Bylaw 9124 was also updated to clarify that districts may, but are not required, to initiate a Request for Proposals to advertise and solicit proposals for legal services, and that districts may consider the attorney's, firm's, and/or entity's relevant legal reputation when evaluating such attorneys, firms, and/or entities. Additionally, the bylaw updated to reflect that any attorney representing the district is required to be admitted to practice law in California.

RECOMMENDATION: It is recommended that Board of Trustees adopt the updated Board Bylaw 9124 Attorney, for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

The Governing Board ~~Board of Trustees~~ recognizes the complex legal environment in which districts operate, the need to provide legal representation for the district, and ~~desires~~ the importance of reliable, cost-effective, high-quality legal advice and services. ~~at reasonable rates.~~ In order to meet the district's legal needs, the Board may ~~contract with county counsel, attorneys in private practice, or~~ appoint legal counsel and fix and order paid legal counsel's compensation as an employee or as an independent contractor. (Education Code 35041.5) ~~as a district employee or independent contractor.~~

The Board also supports pursuing collaborative legal efforts with other agencies and districts as appropriate.

~~(cf. 3320 - Claims and Actions Against the District)~~
~~(cf. 3400 - Management of District Assets/Accounts)~~
~~(cf. 4312.1 - Contracts)~~
~~(cf. 9000 - Role of the Board)~~
~~(cf. 9260 - Legal Protection)~~

Duties of Legal Counsel

The district's legal counsel may: (Education Code 35041.5)

1. Render legal advice to the Board and the Superintendent or designee

2. Serve the Board and the Superintendent or designee in the preparation and conduct of district litigation and administrative proceedings

3. Render advice on school bond and tax increase measures and prepare the necessary forms for the voting of these measures

4. Perform other administrative duties as assigned by the Board and Superintendent or designee

Retaining Legal Counsel

When the district is seeking legal advice or representation, the Superintendent or designee shall identify prospective attorney(s), firm(s), and/or legal services entity(ies).

~~initiate a~~ The district may, but is not required to, initiate a Request for Proposals (RFP) to advertise and solicit proposals for legal services. In evaluating the prospective attorney(s), firm(s), and/or entity(ies), the ~~proposals,~~ the Board and Superintendent ~~shall~~ may consider the firm's, attorney's, and/or entity's background, experience, and relevant legal reputation; ~~in education law;~~ experience advising or representing school districts in California; fees; and experience of attorneys at the firm who will provide legal services.

Any attorney representing the district shall be admitted to practice law in California. (Education Code 35041.5)

The Board and Superintendent shall ~~annually~~ periodically evaluate the performance of the firm(s) and/or attorney(s); ~~providing legal services in such areas as~~ efficiency and adequacy of advice; results obtained for the district; reasonableness of fees; and responsiveness to and interactions with the Board, administration, and community. ~~Upon a successful evaluation, the Board may renew the agreement with legal counsel without initiating an RFP.~~

The Board may use such evaluation(s) to determine whether to renew any current agreement(s) for legal services.

The Board may also contract for ~~temporary,~~ specialized legal services, as appropriate, ~~without initiating an RFP~~ when a majority of the Board determines that the unique demands of a particular issue or emergency situation require such representation. ~~so requires.~~

~~(cf. 2121 - Superintendent's Contract)~~

Contacting Legal Counsel

~~At his/her discretion,~~ The Board president or Superintendent or designee, may, at their discretion, confer with district legal counsel subject to any limits or parameters established by the Board. In addition, Board president, or Superintendent or designee, may contact district legal counsel to provide the Board with legal information or advice when so directed by a majority of the Board.

Individual Board members other than the Board president may not seek advice from district legal counsel on matters of district business unless so authorized by the Superintendent, the Board president, or a majority of the Board.

~~(cf. 9200 - Limits of Board Member Authority)~~
~~(cf. 9321 - Closed Session Purposes and Agendas)~~

Legal Reference:
State
Ed. Code 35041: Administrative adviser
Ed. Code 35041.5: Legal counsel
Ed. Code 35161: Board delegation of any powers or duties
Ed. Code 35200-35214: Liabilities
Ed. Code 35204: Contract with attorney in private practice
Ed. Code 35205: Contract for legal services
Gov. Code 26520: Legal services to school districts
Gov. Code 26529: District Attorney
Gov. Code 53060: Special services and advice
Gov. Code 814-895.8: Liability of public entities and public employees
Gov. Code 995-996.6: Defense of public employees
Management Resources
CSBA Publication: The Brown Act: School Boards and Open Meeting Laws, rev. 2019
State Bar of California Publication: California Rules of Professional Conduct
Website: CSBA District and County Office of Education Legal Services
Website: State Bar of California
Website: California Council of School Attorneys
Website: CSBA

~~EDUCATION CODE~~
~~35041 Administrative adviser~~
~~35041.5 Legal counsel~~
~~35161 Powers and duties of governing board~~
~~35200-35214 Liabilities, especially:~~
~~35204 Contract with attorney in private practice~~
~~35205 Contract for legal services~~
~~GOVERNMENT CODE~~
~~814-895.8 Liability of public entities and public employees~~
~~995-996.6 Defense of public employees~~
~~26520 Legal services to school districts~~
~~53060 Special services and advice~~
~~Management Resources:~~
~~CSBA PUBLICATIONS~~
~~The Brown Act: School Boards and Open Meeting Laws, rev. 2007~~
~~Maximizing School Board Leadership: Boardsmanship, 1996~~
~~NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS~~
~~Selecting and Working with a School Attorney: A Guide for School Boards, 1997~~
~~WEB SITES~~
~~CSBA: http://www.csba.org~~
~~California Council of School Attorneys:~~
~~http://www.csba.org/LegislationAndLegal/Legal/CaliforniaCouncilOfSchoolAttorneys.aspx~~
~~National School Boards Association: http://www.nsba.org~~
~~State Bar of California: http://www.calbar.ca.gov~~

Bylaw Adopted: ~~11/8/06~~ 12/13/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: November 8, 2023

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

BACKGROUND: Last year, we entered into an agreement for one year with the option to renew for four additional one year terms.

The letter is extending the agreement for one year as provided in the contract.

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

FUNDING: N/A

BOARD OF TRUSTEES
SHAUN HENDERSON
LISA MORININI
LIZ PHILLIPS
MARK STELLER
MELANIE WAFFLE

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

ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

October 26, 2023

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

Re: Exercise of Option to Extend Facilities Use Agreement

Ms. Southwick:

When the District entered into a new Facilities Use Agreement with OASIS last year it was for a term of one year, which could be renewed for up to five (5) additional one-year terms by mutual written agreement of the parties. It is my understanding that OASIS is choosing to exercise their option to renew for the period of July 1, 2023 through June 30, 2024. If you are in agreement, please sign below and return this letter.

Respectfully,

Sandra Knight
Assistant Superintendent, Business Services

I agree to a renewed for an additional one-year term for the period of July 1, 2023 to June 30, 2024

Michelle Southwick
OASIS Executive Director

BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: November 8, 2023

BOARD AGENDA ITEM: Board Policy 3312 Contracts

BACKGROUND: Policy updated to reflect NEW LAW (SB 1439,2022) related to conflict of interest from campaign contributions and NEW LAW (SB 34, 2022) related to bribery of a public official, and include a general statement requiring Governing Board members and district employees who are involved in the making of contracts on behalf of the district to comply with the District's conflict of interest policy.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 3312 as presented for the first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

CONTRACTS

The Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board shall ensure that the district's interest is protected and that the terms of the contract conform to applicable legal standards, including the bidding requirements in Public Contract Code 20111.

~~(cf. 2121 - Superintendent's Contract)~~
~~(cf. 4312.1 - Contracts)~~
~~(cf. 9124 - Attorney)~~

In addition, Board members and district employees involved in the making of contracts on behalf of the district shall comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest.

The Board may, by a majority vote, delegate to the Superintendent or designee the authority to enter into contracts on behalf of the district. To be valid or to constitute an enforceable obligation against the district, all such contracts must be approved and/or ratified by the Board.

~~(cf. 3300 - Expenditures and Purchases)~~
~~(cf. 3314 - Payment for Goods and Services)~~

Every contract entered into on behalf of the district shall be made available for public inspection, except when the law prohibits disclosure. No contract shall prohibit a district employee from disparaging the goods or services of any contracting party.

Contracts for Non-nutritious Foods or Beverages

The district shall not enter into or renew a contract for the sale of foods or beverages that do not meet applicable nutritional standards specified in Education Code 49431-49431.7, 5 CCR 15500-15501 or 15575-15578, or 7 CFR 210.11 or 220.12, unless the contract specifies that such sale will occur off campus or outside the time restriction specified in the applicable law.

Before the district enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious food as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include but not be limited to the following:

CONTRACTS

1. Procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property. Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

~~(cf. 3100 - Budget)~~
~~(cf. 3400 - Management of District assets/Accounts)~~
~~(cf. 3460 - Financial Reports and Accountability)~~

2. Procedures to ensure that district personnel do not handle cash or product at the school site. The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.

To ensure that funds raised by the contract benefit district schools and students:

1. The Superintendent or designee may invite parents/guardians, students, staff, and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education.

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

2. Prior to ratifying the contract, the Board shall designate the specific programs and activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals.

~~(cf. 0000 - Vision)~~
~~(cf. 0100 - Philosophy)~~
~~(cf. 0200 - Goals for the School District)~~

3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee the number of food items or beverages sold within the district and the amount of money raised by the sales. The Superintendent or designee shall report these amounts to the Board on a regular basis.

~~(cf. 3311 - Bids)~~

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fundraising activities.

Any contract for the sale or advertisement of non-nutritious foods or carbonated or

non-nutritious beverages shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

The Board shall not enter into or renew a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious food until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled board meeting or as otherwise authorized by Education Code 35182.5. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5)

~~(cf. 9322 - Agendas/Meeting Materials)~~
~~(cf. 9323 - Meeting Conduct)~~

The public hearing shall include but not be limited to a discussion of the nutritional value of food and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the food and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education 35182.5)

~~(cf. 5030 - Student Wellness)~~

The contract shall be accessible to the public and may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public. (Education Code 35182.5)

~~(cf. 1340 - Access to District Records)~~

Contracts for Electronic Products or Services

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed, public hearing of the Board.

~~(cf. 9320 - Meetings and Notices)~~

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students.

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

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students.

~~(cf. 1325 - Advertising and Promotion)~~

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning center.

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

5. Offers parents/guardians the opportunity to request in writing that their child not be exposed to the program that contains the advertising. Any request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

Contracts for Digital Storage and Maintenance of Student Records

The district may enter into or renew a contract with a third party for the purpose of providing services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the district that is directly related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other district employee, and do not include de-identified information. (Education Code 49073.1)

~~(cf. 5125 - Student Records)~~

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the district

2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options by which a student may transfer student-generated content to a personal account

3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract

4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information

5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records

6. A description of the procedures for notifying the affected parent/guardian, or the affected student if

age 18 years or older, in the event of an unauthorized disclosure of the student's records

7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing that content

8. A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act, 20 USC 1232g

9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

Contracts for Personal Services

In order to achieve cost savings, the district may enter into or renew a contract for any personal service that is currently or customarily performed by classified employees, if the contract does not displace school district employees and meets other conditions specified in Education Code 45103.1. To enter into or renew such a contract, the Board shall ensure that the district meets the numerous conditions specified in Education Code 45103.1.

~~(cf. 4200 - Classified Personnel)~~

In addition, the district may enter into or renew any contract for personal service without meeting the conditions described above, if any of the following conditions exists: (Education Code 45103.1)

1. The contract is for new district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.

2. The services contracted are not available within the district, cannot be performed satisfactorily by district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the district.

3. The services are incidental to a contract for the purchase or lease of real or personal property, including, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.

4. The district's policy, administrative, or legal goals and purposes cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary district hiring process.

5. The nature of the work is such that the criteria for emergency appointments, as defined in Education Code 45103.1, apply.

6. The contractor will provide equipment, materials, facilities, or support services that could not

feasibly be provided by the district in the location where the services are to be performed.

7. The services are of such an urgent, temporary, or occasional nature that the delay that would result from using the district's regular or ordinary hiring process would frustrate their very purpose.

State:
5 CCR 15500: Food Sales in elementary schools
5 CCR 15501: Food sales in high schools and junior high schools
5 CCR 15575-15578: Requirements for foods and beverages outside the federal meals program
Ed. Code 14505: Provisions required in contracts for audits
Ed. Code 17250.10-17250.55: Design-build contracts
Ed. Code 17595-17606: Contracts
Ed. Code 200-262.4: Prohibition of discrimination
Ed. Code 35182.5: Contracts for advertising
Ed. Code 45103.1: Personal services contracts
Ed. Code 45103.5: Contracts for management consulting services; restrictions
Ed. Code 49073.1: Contract requirements for digital storage, maintenance and retrieval of student records
Ed. Code 49431-49431.7: Nutritional standards
Gov. Code 12990: Nondiscrimination and compliance employment programs
Gov. Code 53260: Contract provision re maximum cash settlement
Gov. Code 53262: Employment contracts
Gov. Code 84308: Campaign disclosure
Lab. Code 1775: Penalties for violations
Lab. Code 1810-1813: Working hours
Pub. Cont. Code 20104.50: Timely progress payments
Pub. Cont. Code 20111: Contracts over $50,000; contracts for construction; award to lowest responsible bidder
Pub. Cont. Code 22300: Performance retentions
Pub. Cont. Code 4100-4114: Subletting and subcontracting fair practices
Pub. Cont. Code 6102: Awarding of contracts
Pub. Cont. Code 7104: Contracts for excavations; discovery of hazardous waste
Pub. Cont. Code 7106: Noncollusion affidavit
Federal:
20 USC 1232g: Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688: Title IX of the Education Amendments of 1972; discrimination based on sex
7 CFR 210.1-210.33: National School Lunch Program
7 CFR 220.1-220.21: National School Breakfast Program
Management Resources:
CSBA Publication: Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005
CSBA Publication: Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006
Website: CASBA District and County Office of Education Legal Services
Website: CSBA
Website: California Association of School Business Officials

~~Legal Reference:~~
~~EDUCATION CODE~~
~~200-262.4 Prohibition of discrimination on the basis of sex~~
~~14505 Provisions required in contracts for audits 17595-17606 Contracts~~
~~35182.5 Contract prohibitions~~
~~45103.1 Personal services contracts~~

CONTRACTS

~~45103.5 Contracts for management consulting service related to food service 49431-49431.5 Nutritional standards~~
~~CODE OF CIVIL PROCEDURE~~
~~685.010 Rate of interest~~
~~GOVERNMENT CODE~~
~~12990 Nondiscrimination and compliance employment programs 53260 Contract provision re maximum cash settlement~~
~~53262 Ratification of contracts with administrative officers LABOR CODE~~
~~1775 Penalties for violations 1810-1813~~
~~Working hours PUBLIC CONTRACT CODE~~
~~4100-4114 Subletting and subcontracting fair practices~~
~~7104 Contracts for excavations; discovery of hazardous waste~~
~~7106 Noncollusion affidavit~~
~~20111 Contracts over $50,000; contracts for construction; award to lowest responsible bidder~~
~~20104.50 Construction Progress Payments~~
~~22300 Performance retentions~~
~~15500 Food sales by student organizations~~
~~15501 Sales in high schools and junior high schools~~
~~15575-15578 Food and beverage requirements outside of the federal school meal programs~~
~~UNITED STATES CODE, TITLE 20~~
~~1232g Family Educational Rights and Privacy Act~~
~~1681-1688 Title IX, discrimination~~
~~CODE OF FEDERAL REGULATIONS, TITLE 7~~
~~210.1-210.31 National School Lunch Program~~
~~220.1-220.21 National School Breakfast Program~~
~~Management Resources:~~
~~CSBA PUBLICATIONS~~
~~Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005 WEB SITES~~
~~CSBA: http://www.csba.org~~
~~California Association of School Business Officials: http://www.casbo.org~~

Policy Adopted: ~~09/09/2015~~ 12/13/2023 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: November 8, 2023

BOARD AGENDA ITEM: Board Policy 3460 Financial Reports and Accountability

BACKGROUND: Policy updated to add material related to districts facing insolvency who are considering applying for an emergency apportionment, including that the Governing Board is required to discuss the need for an emergency apportionment at a regular or special meeting at which parents/guardians, the exclusive representatives of employee of the district, and other members of the community have the opportunity to provide testimony.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 3460 as presented for the first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

FINANCIAL REPORTS AND ACCOUNTABILITY

The Governing Board is committed to ensuring public accountability and the fiscal health of the district. The Board shall adopt sound fiscal management policies and practices, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement.

The Superintendent or designee shall ensure that district financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). The Superintendent or designee shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Superintendent or designee shall submit to the Board reports of the district's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When submission of any such report to a local, state, and/or federal agency requires prior Board approval, the Superintendent or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report without breaking any applicable submission deadline.

The Board shall regularly assess the district's financial position and communicate the results to the public, and shall use financial reports to determine the actions and budget amendments, if any, that are needed to ensure the district's financial stability. If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall take action to resolve these conditions without delay. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to provide the district with needed advice or fiscal management or training.

If the district is facing fiscal insolvency, the Board may consider applying to the state for an emergency apportionment that exceeds 200 percent of the district's recommended reserve. Before applying for such emergency apportionment, the Board shall discuss, at a regular or special meeting, the need for an emergency apportionment and receive testimony regarding the apportionment from parents/guardians, the exclusive representatives of employees of the district, and other members of the community. (Education Code 41326)

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The Superintendent or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100)

FINANCIAL REPORTS AND ACCOUNTABILITY

Gann Appropriations Limit Resolution

On or before September 15, the Board shall, at a regular or special meeting, adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education Code 42132; Government Code 7910)

Interim Reports/Certification of Ability to Meet Fiscal Obligations

Each fiscal year, the Superintendent or designee shall submit two interim reports to the Board. The first report shall cover the district's financial and budgetary status for the period ending October 31 and the second report shall cover the period ending January 31. These reports and supporting data shall be made available by the district for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and, on the basis of the interim report and any additional financial information known by the Board, shall certify in writing whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years

2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years

3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the district receives a qualified or negative certification from the Board or the County

FINANCIAL REPORTS AND ACCOUNTABILITY

Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent. (Education Code 42131)

If the second interim report is accompanied by a qualified or negative certification, the Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

If at any time during the fiscal year, the County Superintendent concludes that the district's budget does not comply with the standards and criteria for financial stability and conducts a comprehensive review of the district's financial and budgetary conditions, the Board shall review any report of the County Superintendent's findings and recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of the Board's proposed actions on the recommendation. (Education Code 42637)

Audit Report

By April 1 of each year, the Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

Except when, as determined by the Education Audits Appeal Panel, no otherwise eligible auditor is available, a public accounting firm whose lead or coordinating audit partner having primary responsibility for the audit or whose audit partner responsible for reviewing the audit has performed audit services for the district in each of the six previous fiscal years shall not be selected to perform a district audit. (Education Code 41020)

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller. (Education Code 41020)

Prior to December 15 whenever possible, but in no case later than January 31, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The Board shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

FINANCIAL REPORTS AND ACCOUNTABILITY

Audit Committee

The Board may appoint an audit committee composed of staff knowledgeable about fiscal matters, other staff, and representatives of the community.

The committee shall serve in an advisory capacity and may:

1. Make recommendations regarding the selection of the external independent auditor in accordance with Education Code 41020 and 41020.5

2. Review the plan for the audit process with the independent auditor to determine the adequacy of the nature, scope, and timetable of the audit

3. Review the results of the audit and participate with the independent auditor and management in preparing final recommendations and responses

4. Participate with the independent auditor in presenting the audit report to the Board

5. Review Board policies and administrative regulations to recommend any revisions needed to ensure effective financial reporting

6. Provide input on the effectiveness of the independent auditor

7. Periodically report to the Board regarding the status of previous audit recommendations for improving the accounting and internal control systems

State
2 CCR 1859.104: Leroy F. Greene School Facilities Program; reporting requirements
5 CCR 15060: Standardized account code structure
5 CCR 15070: Submission of reports using standardized account code structure
5 CCR 15440-15451: Criteria and standards for school district budgets
5 CCR 15453-15464: Criteria and standards for school district interim reports
5 CCR 19810-19816.1: Audits
Ed. Code 1240: County superintendent of schools; duties
Ed. Code 14500-14508: Financial and compliance audits
Ed. Code 17070.10-17079.30: Leroy F. Greene School Facilities Act
Ed. Code 17150-17150.1: Public disclosure of non-voter-approved debt
Ed. Code 17170-17199.5: California School Finance Authority
Ed. Code 33127: Standards and criteria for local budgets and expenditures
Ed. Code 33128: Standards and criteria; inclusions
Ed. Code 33129: Standards and criteria; use by local agencies
Ed. Code 41010-41024: Accounting system and audits
Ed. Code 41326: Emergency apportionment
Ed. Code 41344: Repayment of apportionment significant audit exceptions
Ed. Code 41344.1: Appeals of audit findings

FINANCIAL REPORTS AND ACCOUNTABILITY

Ed. Code 41455: Examination of financial problems of local districts
Ed. Code 42100-42105: Requirement to prepare and file annual statement
Ed. Code 42120-42129: Budget requirements
Ed. Code 42130-42134: Financial reports and certifications
Ed. Code 42140-42142: Public disclosure of fiscal obligations
Ed. Code 42637: County superintendent review of district's financial and budgetary conditions
Ed. Code 42652: Revocation or suspension of warrant authority
Ed. Code 48300-48316: Student attendance alternatives; school district of choice program
Ed. Code 52060-52077: Local control and accountability plan
Gov. Code 16429.1: Local agency investment fund
Gov. Code 3540.2: Meeting and negotiating in public educational employment
Gov. Code 53646: Treasurer reports and statements of investment policy
Gov. Code 7900-7914: Appropriations limit
Federal
2 CFR 200.0-200.521: Federal uniform grant guidance
31 USC 7501-7507: Single audits of federal program funds
Management Resources
California Department of Education Communication: New Financial Reporting Requirements for Postemployment Benefits Other than Pensions, February 26, 2007
California Department of Education Communication: Audit Resolution Process: Repayment Plans, December 8, 2000
Fiscal Crisis & Management Assistance Team Pub.: Indicators of Risk or Potential Insolvency For K-12 Local Education Agencies
Fiscal Crisis & Management Assistance Team Pub.: Fiscal Oversight Guide for AB 1200, AB 2756, AB 1840 and Related Legislation, September 2021
Governmental Accounting Standards Board Statement: Statement 87, Leases, June 2017
Governmental Accounting Standards Board Statement: Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009
Governmental Accounting Standards Board Statement: Statement 75, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2015
Governmental Accounting Standards Board Statement: Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999
Governmental Accounting Standards Board Statement: Statement 75, Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions, June 2015
State Controller Publication: Standards and Procedures for Audits of California K-12 Local Educational Agencies
U.S. Gov. Accountability Office & PCIE Publication: Financial Audit Manual, revised 2008
U.S. Gov. Accountability Office & PCIE Publication: Government Auditing Standards, 2011
Website: CSBA District and County Office of Education Legal Services
Website: Governmental Accounting Standards Board
Website: California State Controller
Website: U.S. Government Accountability Office
Website: California County Superintendents Educational Services Association
Website: California Department of Education, Finance and Grants
Website: Education Audit Appeals Panel
Website: Fiscal Crisis and Management Assistance Team
Website: CSBA
Website: California Association of School Business Officials
Website: Office of Management and Budget
Website: School Services of California, Inc.

Policy Adopted: ~~3/8/2022~~ 12/13/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: November 8, 2023

BOARD AGENDA ITEM: Board Policy 3551 Food Service Operations/Cafeteria Fund

BACKGROUND: Policy updated to reflect NEW LAW (SB 490, 2022) which requires districts participating in the National School Lunch and/or Breakfast Program, with annual reimbursement of $100,000 or more, to (1) specify in the solicitations for bids and contracts for an agricultural food product that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies, including if the quality of the domestic product is inferior to the quality of the nondomestic product or if the bid or price of the nondomestic produce is more than 25 percent lower than the bid or price of the domestic product, and (2) retain documentation justifying the use of the exception for three years from the date of purchase. Policy also updated to reflect NEW LAW (AB 778,2022) which requires a district to accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, when certain conditions are met.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 3551 as presented for the first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

FOOD SERVICE OPERATIONS/CAFETERIA FUND

The Governing Board intends that, school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee, shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

The Superintendent or designee shall ensure that all food service director(s) possess the qualifications required by 7 CFR 210.030 and California Department of Education (CDE) standards.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the CDE. (42 USC 1776)

Meal Sales

Any student who requests a meal shall be served a nutritionally adequate breakfast and lunch free of charge, each school day. (Education Code 49501.5)

As permitted by law, additional or second meals, adult meals, and other nonprogram foods, such as smart snack compliant food and beverages sold in vending machines, may be sold to students. (Education Code 38082, 49501.5)

Meals may be sold to district employees and Board members and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are authorized by the Superintendent or designee on campus. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments. Such procedures shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public pursuant to Education Code 49557.5.

Cafeteria Fund and Account

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund. The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the

operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

Procurement of Foods, Equipment and Supplies

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

When soliciting for bids and contracts for the purchase of an agricultural food product, the district shall specify in the solicitation that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies. A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, the quality of the domestic product is inferior to the quality of the nondomestic product, or the bid or price of the nondomestic product is more than 25 percent lower than the bid or price of the domestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception for three years from the date of purchase. (Food and Agriculture Code 58596.3)

~~A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception.~~

Furthermore, the district shall accept a bid or price for an agricultural food product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state. (Food and Agriculture Code 58595)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements.

State
12 CCR 18928-18998.4: Short-lived climate pollutants
5 CCR 15550-15565: School lunch and breakfast programs
Ed. Code 38080-38086: School meals
Ed. Code 38090-38095: Cafeterias, funds and accounts
Ed. Code 38100-38103: Cafeterias, allocation of charges
Ed. Code 42646: Alternate payroll procedure
Ed. Code 45103.5: Contracts for management consulting services; restrictions
Ed. Code 49490-49493: School breakfast and lunch programs
Ed. Code 49500-49505: School meals
Ed. Code 49554: Contract services
Ed. Code 49550-49562: Meals for needy students
Ed. Code 49550.5: Universal breakfast
Ed. Code 49580-49581: Food recovery program
F&A Code: 58595 Preference for California-grown agricultural products
H&S Code113700-114437: California Retail Food Code; sanitation and safety requirements
Pub. Cont. Code 2000-2002: Responsive bidders
Pub. Cont. Code 20111 Contracts over $50,0000; contracts for construction; award to lowest responsible bidder
Pub. Cont. Code 3410: U.S. produce and processed foods
Federal
2 CFR 200: Appendix VII Indirect cost proposals
2 CFR 200.318-200.326: Procurement standards
2 CFR 200.318-200.326: Cost principles
2 CFR 200.400-200.47:5 Indirect costs, definition
42 USC 1751-1769j: School Lunch Program
42 USC 1771-1793: Child nutrition Act
42 USC 1773: School Breakfast Program
~~7 CFR 210.1-210.31: National School Lunch Program~~
7 CFR 210.1-210.33: National School Lunch Program
~~7 CFR 220.1-220.21: National School Breakfast Program~~
~~7 CFR 220.1-220.22: National School Breakfast Program~~
7 CFR 245.8: Nondiscrimination practices for students eligible for free and reduced price meal and free milk
7 CFR 250.1-250.70: USDA foods

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Management Resources
CA Department of Education Publication: California School Accounting Manuel
CA Dept of Social Services Publication: Food Distribution Program Administrative Manual
California Department of Education Publication: Pricing of Adult Meals in the National School Lunch and School Breakfast Programs, NSD Management Bulletin, SNP-04-2021, August 2021
California Department of Education Publication: Food Service Management Company Contract Preapproval, NSD Management Bulletin, SNP-05-2023, March 2023
California Department of Education Publication: Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, NSD Management Bulletin, SNP-04-2023, July 2023
California Department of Education Publication: Excess Net Cash Resources – Revised to Increase Limitation, NSD Management Bulletin, SNP-04-2022, May 2022
California Department of Education Publication: Procuring and Monitoring of Food Service Management Contracts, NSD Management Bulletin, SNP-13-2015, January 2015
California Department of Education Publication: Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-05-2020, February 2020
California Department of Education Publication: Food Distribution Program Administrative Manual
California Department of Education Publication: Storage and Inventory Management of U.S. Department of Agriculture Foods, NSD Management Bulletin, FDP-01-2018, January 2018
U.S. Department of Agriculture Publication: Buy American and the Agriculture Improvement Act of 2018, SP-32-2019, August 2019
U.S. Department of Agriculture Publication: Procuring Local Foods for Child Nutrition Programs, January 2022
U.S. Department of Agriculture Publication: Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016
U.S. Department of Agriculture Publication: Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 38-2017, June 2017
U.S. Department of Agriculture Publication: Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014
U.S. Department of Agriculture Publication: Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016
U.S. Department of Agriculture Publication: School Meals – FAQs
Website: U.S. Department of Agriculture, Food and Nutrition Service
Website: California Department of Education, Nutrition Services Division
Website: California School Nutrition Association
Website: CalRecycle, Resources for Local Education Agencies: K-12 Public schools and School Districts
Website: California Department of Education, Accounting
Website: CSBA District and County Office of Education Legal Services

Policy Adopted: ~~10/12/22~~ 12/13/2023 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

EDUCATIONAL SERVICES MEMORANDUM

TO:	Board of Trustees Holly Edds, Ed.D.
FROM:	Joe Dana Assistant Superintendent, Educational Services
BOARD MEETING DATE:	November 8, 2023
BOARD AGENDA ITEM:	Resolution No. 4 for Orcutt Early Learning Center
BACKGROUND:	The Orcutt Union School District is proud to operate a State Preschool Program, the Orcutt Early Learning Center, on the campus of Joe Nightingale School. In association with the renewal of our State Preschool Program contract for the 2024-2025 school year, the California Department of Social Services is requiring a resolution certifying board approval of the contract.
RECOMMENDATION:	Staff recommends that Resolution No.4 regarding the district's State Preschool Program contract with the California Department of Social Services be approved, as submitted.
FUNDING:	No impact.

BOARD RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2024-25**.

RESOLUTION

BE IT RESOLVED that the Governing Board of Orcutt Union School District, authorizes entering into local agreement with the State of California and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Dr. Holly Edds	Superintendent	
Joe Dana	Asst. Supt., Educational Services	
Sandra Knight	Asst. Supt., Business Services	

PASSED AND ADOPTED THIS 8th day of November, 2023, by the Governing Board of Orcutt Union School District of Santa Barbara County, California.

I, Lisa Morinini, Clerk of the Governing Board of Orcutt Union School District, of Santa Barbara County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a Board Meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

_____ 11/08/23

Clerk's Signature Date

EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: November 8, 2023

BOARD AGENDA ITEM: Approval of School Plans for Student Achievement (SPSAs)

BACKGROUND: The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The SPSA increases the overall effectiveness of the school program by maximizing the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (or School Advisory Council in the case of the Orcutt Academy) is required to annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to Education Code Sections 52853(b) and 52855.

Orcutt's SPSAs have five common goal areas: raising English/language arts achievement, raising mathematics achievement, increasing attendance, improving school culture, and reducing suspensions. The goals are in alignment with the Orcutt Union School District's strategic plan and Local Control and Accountability Plan (LCAP).

RECOMMENDATION: At the November 8 school board meeting we will present School Plans for Student Achievement for five schools: Alice Shaw School, Joe Nightingale School, Olga Reed School, Lakeview Junior High School, and the Orcutt Academy Charter School. Staff recommends these be approved as submitted.

FUNDING: No impact.

School Year: **2023-24**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Alice Shaw Elementary School
Address	759 Dahlia Place Santa Maria, CA 93455
County-District-School (CDS) Code	42 69260 6045736
Principal	Julie Kozel
District Name	Orcutt Union School District
SPSA Revision Date	October 20, 2023
Schoolsite Council (SSC) Approval Date	October 20, 2023
Local Board Approval Date	November 8, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The District's vision, "As the heart of the communities we serve, the Orcutt Union School District will foster high levels of student success through multiple pathways of learning. By offering a world-class education, our district will lead the way in innovation and creativity, and will be known for its caring, collaborative and inclusive culture," is embodied in the faculty and staff of Alice Shaw School. We provide a warm, stimulating environment where students are actively involved in learning academic content as well as positive values. Students receive standards-based curriculum, presented by dedicated professionals based on the individual needs of the students. We constantly seek the most promising practices that support student learning. Professional Learning Community school teams work interdependently to achieve common goals linked to the purpose of learning for all students. Educational decisions and programs are based on current research and practice to meet the needs of all students. Implementation of a standards-based curriculum provides students with meaningful, real-world experiences. Ongoing evaluation of student progress and achievement helps us refine the instructional program to enable students to achieve academic proficiency. Technology is used in the classroom to support and enhance effective teaching and learning.

Alice Shaw School is a place where a dedicated staff, supportive parents, and enthusiastic students form a partnership that ensures educational achievement, communication and safety within a rich learning environment. We are focused on providing a standards-based, challenging curriculum as well as a warm, enriching school environment. Ongoing evaluation of student progress and achievement enables us to refine our instructional program so that all students are challenged to meet their maximum potential.

Mission: To ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and maintaining high expectations.

Vision:
At Alice Shaw, we are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes that every student is capable of academic proficiency in all subject areas. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice targeted instruction to build the intellectual ability of our students to do rigorous work. We will address challenges through candid collaboration as a team. We will work together to provide all of our students a school community that provides a positive, safe environment where children feel empowered to achieve high levels of learning. Students are recognized for their character, academic achievement and attendance. We believe that the driving force of our school’s success is through the collaboration of our administration, teachers, staff, students, parents, and the community.

In order to achieve this vision for the 2023-24 school year, Shaw School is continuing to focus on High Quality First Instruction for all students and sub-groups.
This High Quality First Instruction includes the Instructional Focus area listed below:
*Continue implementation of the district adopted Common Core English Language Arts Curriculum including the ELA and ELD core pathways
*Continue implementation of the district adopted Common Core Math Curriculum
*Continue and expand implementation of a Multi-Tier System of Supports (MTSS) - Universal screening for ELA and Math, intervention for ELA and Math; and regular progress monitoring.
*Continue implementation of Positive Behavioral Interventions and Supports (PBIS), including school-wide expectations

School Profile

Alice Shaw Elementary School is located in the northern region of Santa Barbara County and serves students in grades TK-6 following a traditional calendar. In 2023-24 the school's overall ethnic make-up is as follows: 68% Hispanic, 3% American Indian/Alaskan Native, 2% Asian, 3% Filipino, 2% Black/African American, 57% White, 9% Two or More Races, and 24% other groups (including declined to state).

For the 2023-24 school year, 525 students are enrolled including 20% classified as English Language Learners, 14% students with disabilities, 59% socioeconomically disadvantaged, 2% foster youth, and 8% students experiencing homelessness.

English Language Learners: English Learners represent 20% percent of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), and scores aligned with having met grade level standards in English Language Arts on either

Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students and to provide daily designated English Language Development (ELD).

Students with Disabilities: Students with Disabilities represent 14% percent of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at the include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Shaw parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Shaw families are encouraged to participate in the following school activities throughout the school year: School Site Council (SSC), English Learner Advisory Committee (ELAC), Monthly Student Awards, Back-to-School Night, PTA Apex Event, Spring Fling Festival, Family "Fun" Nights, Open House, Book Fair, Family Movie Nights, Family Bingo Night, and other assorted PTA activities.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates: 9/20/23, 10/18/23

Discussions included a thorough review of school data using the California Dashboard Data (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:
10/3/23 - Met with PTA to share school site goals and proposed SPSA
10/4/23 - Met with school staff at a regularly scheduled staff meeting to review SPSA plan and relevant data
10/17/23 - Met with ELAC to review SPSA plan and relevant data
10/20/23 - Met with SSC to review data and the draft SPSA to gather feedback on proposed goals/expenditures

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	0.6%	1.03%	1.76%	3	5	9
Asian	0.4%	0.21%	0.39%	2	1	2
Filipino	0.9%	0.82%	0.78%	5	4	4
Hispanic/Latino	62.1%	63.09%	67.51%	334	306	345
Pacific Islander	0.2%	0.21%	0.2%	1	1	1
White	27.9%	27.22%	23.48%	150	132	120
Multiple/No Response	5.2%	4.54%	2.74%	28	22	14
			Total Enrollment	538	485	511

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	51	62
Grade 1	75	59	62
Grade 2	71	73	70
Grade3	72	68	72
Grade 4	88	66	79
Grade 5	80	83	77
Grade 6	89	85	89
Total Enrollment	538	485	511

Conclusions based on this data:

1. Overall enrollment is declining steadily, with fluctuations between grade levels. Kindergarten and First grade had the lowest enrollment in 2022-23. This will impact enrollment in future years.
2. The largest subgroup by enrollment is Hispanic/Latino. This subgroup increased for the 2022-23 school year.
3. The second largest subgroup by enrollment is White at 23%.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	83	82	92	15.4%	16.9%	18.0%
Fluent English Proficient (FEP)	22	23	23	4.1%	4.7%	4.5%
Reclassified Fluent English Proficient (RFEP)	6		6			

Conclusions based on this data:

1. The number and percentage of English Learners increased for the 2022-23 school year.
2. The percentage of Fluent English Proficient (FEP) students has remained steady over the past three years. (2021-23)
3. The number and percent of RFEP students remains steady with a small number of fifth and sixth graders meeting qulaifications to be reclassified from English Learner to Fluent English Proficient (FEP). A focus on reading and writing in English Language Development in grades 4-6 during the 2023-24 school year will be implemented in an effort to increase the number of students qualifiying for reclassification.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	72	70	72	0	69	71	0	69	71	0.0	98.6	98.6
Grade 4	88	69	69	0	68	69	0	68	69	0.0	98.6	100.0
Grade 5	83	85	72	0	83	72	0	83	72	0.0	97.6	100.0
Grade 6	89	87	87	0	86	85	0	86	85	0.0	98.9	97.7
All Grades	332	311	300	0	306	297	0	306	297	0.0	98.4	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2384.	2347.		4.35	0.00		23.19	14.08		31.88	30.99		40.58	54.93
Grade 4		2442.	2428.		14.71	11.59		26.47	28.99		22.06	15.94		36.76	43.48
Grade 5		2459.	2470.		7.23	13.89		19.28	25.00		33.73	20.83		39.76	40.28
Grade 6		2503.	2510.		15.12	10.59		24.42	28.24		26.74	40.00		33.72	21.18
All Grades	N/A	N/A	N/A		10.46	9.09		23.20	24.24		28.76	27.61		37.58	39.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.70	1.41		65.22	59.15		26.09	39.44
Grade 4		10.29	11.59		72.06	65.22		17.65	23.19
Grade 5		7.23	11.11		71.08	69.44		21.69	19.44
Grade 6		15.12	12.94		55.81	56.47		29.07	30.59
All Grades		10.46	9.43		65.69	62.29		23.86	28.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35	1.41		65.22	46.48		30.43	52.11
Grade 4		7.35	7.25		61.76	55.07		30.88	37.68
Grade 5		9.64	19.44		56.63	48.61		33.73	31.94
Grade 6		9.30	15.29		55.81	62.35		34.88	22.35
All Grades		7.84	11.11		59.48	53.54		32.68	35.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.90	2.82		71.01	69.01		26.09	28.17
Grade 4		10.29	7.25		72.06	79.71		17.65	13.04
Grade 5		3.61	12.50		73.49	70.83		22.89	16.67
Grade 6		20.93	3.53		63.95	90.59		15.12	5.88
All Grades		9.80	6.40		69.93	78.11		20.26	15.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.14	4.23		65.22	61.97		24.64	33.80
Grade 4		5.88	10.14		73.53	65.22		20.59	24.64
Grade 5		6.02	12.50		61.45	61.11		32.53	26.39
Grade 6		10.47	11.76		72.09	72.94		17.44	15.29
All Grades		8.17	9.76		67.97	65.66		23.86	24.58

Conclusions based on this data:

1. Analysis of CAASPP ELA results from 2021-2023 shows an increase in the percentage of students scoring Standard Met in fifth and sixth grade (6 point increase in fifth grade and 4 point increase in sixth grade). There was also an increase in the percentage of students scoring Standard Exceeded in fifth grade (7 point increase).
2. Analysis of CAASPP ELA results from 2021-2023 shows a decrease in student performance in third grade and fourth grade with more students in these grades scoring in the Standard Not Met category. (In the Standard Not Met Category there was 14 point increase for third grade and a 7 point increase for fouth grade.)
3. Analysis of CAASPP ELA results from 2022-2023 shows that the instructional area that has the highest percentage of students "Below Standard" is Writing (35% Below Standard). Grades five and six score higher in this area than grades three and four with the third grade scores in writing being the lowest overall area (over 50% of third graders scored "Below Standard" in the area). Writing will be a focus area during 2023-24 school year with an additional focus on beginning writing instruction in third grade.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	72	70	72	0	69	71	0	69	71	0.0	98.6	98.6
Grade 4	88	69	69	0	68	69	0	68	69	0.0	98.6	100.0
Grade 5	83	85	72	0	84	72	0	84	72	0.0	98.8	100.0
Grade 6	89	87	87	0	86	85	0	86	85	0.0	98.9	97.7
All Grades	332	311	300	0	307	297	0	307	297	0.0	98.7	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2388.	2387.		2.90	5.63		23.19	22.54		34.78	28.17		39.13	43.66
Grade 4		2443.	2434.		14.71	4.35		17.65	20.29		30.88	42.03		36.76	33.33
Grade 5		2468.	2483.		3.57	15.28		16.67	22.22		45.24	23.61		34.52	38.89
Grade 6		2494.	2503.		15.12	9.41		12.79	17.65		32.56	43.53		39.53	29.41
All Grades	N/A	N/A	N/A		9.12	8.75		17.26	20.54		36.16	34.68		37.46	36.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.70	7.04		56.52	59.15		34.78	33.80
Grade 4		19.12	8.70		39.71	43.48		41.18	47.83
Grade 5		8.33	22.22		54.76	44.44		36.90	33.33
Grade 6		9.30	9.41		47.67	57.65		43.02	32.94
All Grades		11.07	11.78		49.84	51.52		39.09	36.70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35	11.27		53.62	47.89		42.03	40.85
Grade 4		13.24	7.25		45.59	55.07		41.18	37.68
Grade 5		2.38	8.33		61.90	52.78		35.71	38.89
Grade 6		8.14	7.06		56.98	58.82		34.88	34.12
All Grades		6.84	8.42		55.05	53.87		38.11	37.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.90	7.04		69.57	60.56		27.54	32.39
Grade 4		17.65	7.25		44.12	63.77		38.24	28.99
Grade 5		3.57	6.94		64.29	62.50		32.14	30.56
Grade 6		11.63	10.59		59.30	69.41		29.07	20.00
All Grades		8.79	8.08		59.61	64.31		31.60	27.61

Conclusions based on this data:

1. Analysis of CAASPP Mathematics results from 2021-2023 shows an increase in the percentage of students scoring Standard Met in fifth and sixth grade (5 point increase in fifth grade and 5 point increase in sixth grade). There was also an increase in the percentage of students scoring Standard Exceeded in fifth grade (11 point increase).
2. Analysis of CAASPP Mathematics results from 2021-2023 shows a decrease in student performance in third grade and fifth grade with more students in these grades scoring in the Standard Not Met category. (In the Standard Not Met Category there was 5 point increase for third grade and a 4 point increase for fifth grade.)
3. Analysis of CAASPP Mathematics results from 2022-2023 shows that the instructional area that has the highest percentage of students "Below Standard" is Problem Solving and Modeling & Data Analysis (38% Below Standard). Grades four and six score higher in this area than grades three and five with the third grade scores in this area being the lowest overall area (41% of third graders scored "Below Standard" in the area). Problem Solving and Modleing & Data Analysis will be a focus area during 2023-24 school year with an additional focus on reading math problems and problem solving in third grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		7	7	
1	1412.2	1422.2		1453.4	1440.5		1370.4	1403.5		16	11	
2	1466.3	1459.7		1478.1	1489.7		1454.0	1429.2		11	15	
3	1468.3	1471.5		1475.6	1481.7		1460.3	1460.8		14	13	
4	*	1502.9		*	1507.9		*	1497.2		9	14	
5	*	*		*	*		*	*		8	8	
6	*	*		*	*		*	*		10	9	
All Grades										75	77	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	0.00	0.00		31.25	27.27		31.25	18.18		37.50	54.55		16	11	
2	0.00	0.00		45.45	46.67		36.36	40.00		18.18	13.33		11	15	
3	0.00	7.69		42.86	30.77		28.57	46.15		28.57	15.38		14	13	
4	*	0.00		*	57.14		*	35.71		*	7.14		*	14	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	10.67	2.60		38.67	42.86		29.33	37.66		21.33	16.88		75	77	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	31.25	9.09		18.75	18.18		31.25	54.55		18.75	18.18		16	11	
2	27.27	46.67		27.27	33.33		45.45	13.33		0.00	6.67		11	15	
3	21.43	23.08		35.71	38.46		28.57	30.77		14.29	7.69		14	13	
4	*	42.86		*	35.71		*	14.29		*	7.14		*	14	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	36.00	28.57		28.00	37.66		25.33	24.68		10.67	9.09		75	77	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	0.00	0.00		6.25	18.18		43.75	9.09		50.00	72.73		16	11	
2	0.00	0.00		27.27	20.00		36.36	40.00		36.36	40.00		11	15	
3	0.00	0.00		7.14	0.00		35.71	61.54		57.14	38.46		14	13	
4	*	0.00		*	21.43		*	57.14		*	21.43		*	14	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	1.30		21.33	15.58		38.67	46.75		40.00	36.36		75	77	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	31.25	9.09		50.00	72.73		18.75	18.18		16	11	
2	9.09	33.33		81.82	66.67		9.09	0.00		11	15	
3	0.00	23.08		64.29	61.54		35.71	15.38		14	13	
4	*	28.57		*	57.14		*	14.29		*	14	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	22.67	20.78		58.67	70.13		18.67	9.09		75	77	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	25.00	9.09		50.00	54.55		25.00	36.36		16	11	
2	36.36	46.67		63.64	46.67		0.00	6.67		11	15	
3	50.00	53.85		42.86	30.77		7.14	15.38		14	13	
4	*	50.00		*	42.86		*	7.14		*	14	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	49.33	41.56		40.00	42.86		10.67	15.58		75	77	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	0.00	9.09		50.00	18.18		50.00	72.73		16	11	
2	9.09	0.00		54.55	53.33		36.36	46.67		11	15	
3	0.00	0.00		35.71	23.08		64.29	76.92		14	13	
4	*	0.00		*	50.00		*	50.00		*	14	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.33	2.60		45.33	41.56		45.33	55.84		75	77	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	0.00	0.00		43.75	54.55		56.25	45.45		16	11	
2	0.00	0.00		81.82	80.00		18.18	20.00		11	15	
3	0.00	0.00		57.14	84.62		42.86	15.38		14	13	
4	*	14.29		*	71.43		*	14.29		*	14	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	2.67	3.90		62.67	74.03		34.67	22.08		75	77	

Conclusions based on this data:

1. Analysis of the Domain Performance shows that the Speaking Domain is the relative strength for our students with 60% scoring as "well developed."
2. The performance of English Learner students shows a relative strength in Oral Language with 46.67% scoring at Level 4.
3. The performance of English Learner students shows an area of needed growth in Written Language with 76% scoring at Level 1 or 2. Reading and writing in English Language Development (ELD) will be a focus in grades TK-6 during the 2023-24 school year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
485	**49.7**	**16.9**	**0.8**
Total Number of Students enrolled in Alice Shaw Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	82	16.9
Foster Youth	4	0.8
Homeless	24	4.9
Socioeconomically Disadvantaged	241	49.7
Students with Disabilities	54	11.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.0
American Indian		
Asian	1	0.2
Filipino	4	0.8
Hispanic	306	63.1
Two or More Races	22	4.5
Pacific Islander	1	0.2
White	132	27.2

Conclusions based on this data:

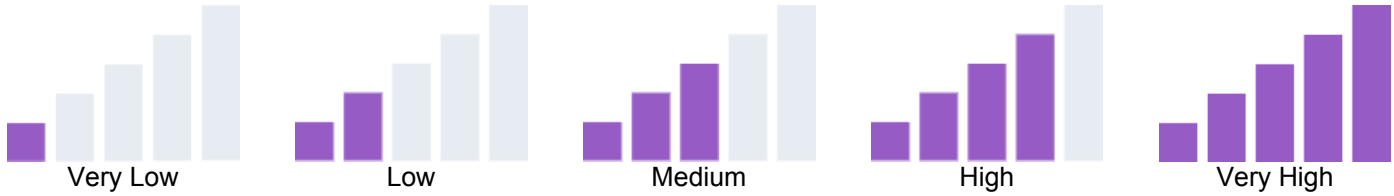
1. The percentage of English Learners continues to be 20% or below (16.9% in 2021-22)
2. The percentage of SES students has increased to 49.7%.
3. The largest student group by race/ethnicity continues to be the Hispanic student group. (63.1%)

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. Overall Academic Performance in ELA was 33% Met or Exceeded Standard in the Spring of 2023. This is consistent with the results from the 2021-22 school year (33% Met or Exceeded Standard in the Spring of 2022). Overall perfomance in ELA for all subgroups continues to be a goal for this school year.

Overall Academic Performance in Math was 29% Met or Exceeded Standard in the Spring of 2023. This is an increase from the 2021-22 school year (26% Met or Exceeded Standard in the Spring of 2022). Overall perfomance in Math for all subgroups continues to be a goal for this school year.

2. Suspension rates for the 2022-23 school year was 3%. Achieveing and maintaining a low (1.5% or less) suspension rate continues to be a goal for this school year.

3. Schoolwide attendance slightly improved from the 2021-22 school year to the 2022-23 school year (2022-23 overalll attendance rate: 93%) Sickness and home factors have influenced absenteeism. Increasing overalll attendance is a goal for this school year.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

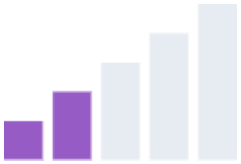
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
35.1 points below standard	73.0 points below standard	1 Student
289 Students	59 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
62.3 points below standard	49.2 points below standard	93.7 points below standard
12 Students	148 Students	35 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 1 Student	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 44.9 points below standard 173 Students	No Performance Level 3.2 points above standard 16 Students	No Performance Level 1 Student	Low 23.5 points below standard 84 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.5 points below standard 40 Students	2.5 points below standard 19 Students	26.6 points below standard 224 Students

Conclusions based on this data:

1. While data trends show improvement in most subgroups, we are not at proficiency levels we seek for all students.
2. Students with Disabilities is an area of focus that will continue to be monitored in all academic areas with a focus on ELA.
3. In the area of English Language Arts, growth was demonstrated by _____ subgroup.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

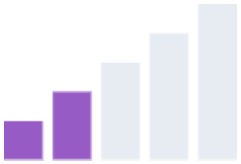
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
49.0 points below standard	80.0 points below standard	1 Student
289 Students	59 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
58.7 points below standard	64.6 points below standard	117.7 points below standard
12 Students	148 Students	35 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 1 Student	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 62.5 points below standard 173 Students	No Performance Level 5.9 points below standard 16 Students	No Performance Level 1 Student	Low 34.8 points below standard 84 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
100.3 points below standard 40 Students	37.5 points below standard 19 Students	41.7 points below standard 224 Students

Conclusions based on this data:

1. While data trends show improvement in some subgroups, we are not at proficient levels we seek for all students in the area of Mathematics.
2. Students with Disabilities is an area of focus that will continue to be monitored in all academic areas with a focus on Mathematics.
3. In the area of Mathematics, growth was demonstrated by _____ subgroup.

School and Student Performance Data

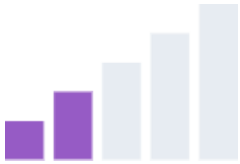
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

43.3 making progress towards English language proficiency

Number of EL Students: 67 Students

Performance Level: 2

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.9%	32.8%	1.5%	41.8%

Conclusions based on this data:

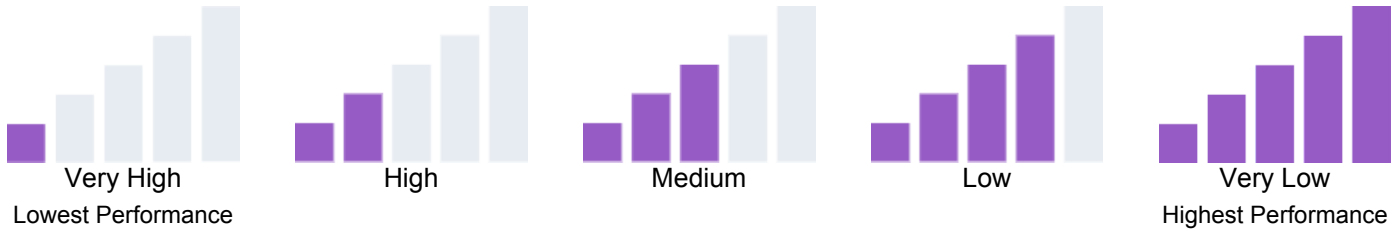
1. Overall English Learners (EL) are making progress. 32.8% of English Learners maintained the current level.
2. Overall English Learners (EL) are making progress. 32.8% of English Learners progressed at least one level.
3. Continued access to challenging text (Wonders,Collections, English 3D) will increase opportunities for EL students to grow academically in English Language Arts.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

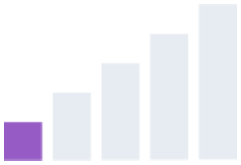
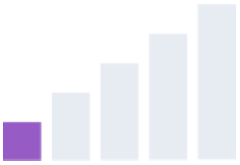
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	High	No Performance Level
25.3% Chronically Absent	16.1% Chronically Absent	Less than 11 Students
514 Students	87 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
42.3% Chronically Absent	34.6% Chronically Absent	41.7% Chronically Absent
26 Students	272 Students	72 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 5 Students		No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 28.7% Chronically Absent 327 Students	High 16.2% Chronically Absent 37 Students	No Performance Level Less than 11 Students 1 Student	 Very High 21.7% Chronically Absent 138 Students

Conclusions based on this data:

1. Of the student groups, Socioeconomically Disadvantaged and Students with Disabilities have the highest rate of chronic absenteeism (34.6% and 41.7%.).
2. The English Learners subgroup has the lowest percentage of chronic absenteeism at 16.1%.
3. The All Students group has a chronic absenteeism rate of 25.3% (Very High). Continued improvement in attendance and reducing chronic absenteeism for all students will be a focus area for the 2023-24 school year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	6	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.3% suspended at least one day	1.1% suspended at least one day	Less than 11 Students
526 Students	89 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
0% suspended at least one day	2.5% suspended at least one day	2.8% suspended at least one day
26 Students	284 Students	72 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
5 Students		2 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium	No Performance Level	Medium
1.2% suspended at least one day	2.6% suspended at least one day	Less than 11 Students	1.4% suspended at least one day
336 Students	39 Students	1 Student	139 Students

Conclusions based on this data:

1. Data indicates our Students with Disabilities and Socioeconomically Disadvantaged groups currently have the highest rate of suspension. (2.5% and 2.8%).
2. Our continued efforts to engage parents and examine our school structure for addressing student behavior will have a positive impact on suspension rates for all students moving forward.
3. Suspension rate for the 2022-23 schoo year was 3%. Achieveing and maintaining a low (1.5% or less) suspension rate continues to be a goal for this school year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from Spring 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the 2023 CAASPP state standards-aligned test (SBAC) will increase by 5% for all students and sub-groups Spring 2023 Goal All Students: 42% Hispanic: 33% Socioeconomically Disadvantaged: 25% English Learners: 5% Ever-EL: 21% Students with Disabilities: 12%	Spring 2023 Results CAASPP ELA: All Students: 33% (goal not met) Hispanic: 29% (goal not met) Socioeconomically Disadvantaged: 25% (goal met) English Learners: 6% (goal met) Students with Disabilities: 6% (goal not met) White: 41% Reclassified (RFEP): 50% Foster Youth: 43% Homeless Youth: 23%
Results from Spring 2023 NWEA MAP Growth results for 1st-6th grade students.	The percentage of students scoring "Hi, HiAvg. and Average" will increase by 10% as measured by 2023 NWEA MAP Growth Reading Assessment. Goal: Grade 1: 63% Hi and HiAvg and Average Grade 2: 51% Hi and HiAvg and Average Grade 3: 56% Hi and HiAvg and Average Grade 4: 68% Hi and HiAvg and Average Grade 5: 69% Hi and HiAvg and Average Grade 6 71% Hi and HiAvg and Average	Spring 2023 NWEA MAP Growth Reading Assessment. Results: ALL STUDENTS: 54% Hi and HiAvg and Average Grade 1: 52% Hi and HiAvg and Average (goal not met) Grade 2: 51% Hi and HiAvg and Average (goal met) Grade 3: 44% Hi and HiAvg and Average (goal not met) Grade 4: 59% Hi and HiAvg and Average (goal not met) Grade 5: 58% Hi and HiAvg and Average (goal not met) Grade 6 60% Hi and HiAvg and Average (goal not met) Explanation of “Hi, HiAvg and Avg”: These terms reflect Quintiles: Five percentile levels based on NWEA normative data: 1st–20th (Low),

Metric/Indicator	Expected Outcomes	Actual Outcomes
		21st–40th (LoAvg), 41st–60th (Avg), 61st–80th (HiAvg), and greater than 80th (Hi).
Spring 2023 Acadience assessment for Kindergarten	By Spring 2023 the percentage of Kindergarten students at the "At or Above" benchmark as measured by Acadience Reading Assessment Composite Score will increase by 10% Goal for Spring 2023: 60% of students scoring at "At or Above" benchmark as measured by Acadience Composite Assessment.	K Acadience Reading Assessment Composite Score Results for Spring 2023: 51% of students scored "At or Above" benchmark as measured by Acadience Composite Assessment. (Goal not met)

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1) In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to	At Shaw Elementary, teachers are focused on improving reading and writing Tier 1 instruction for all students. Monthly staff meetings were dedicated to review of this initial ELA instruction and student engagement strategies. Teachers continued their use of district-adopted textbook programs in English/language arts (Wonders for grades K-5, Collections for grade 6). TOSAs focused on supporting teachers with utilization of essential components of adopted texts and with pacing. Teachers were offered after school training sessions on ELA Tier 1 instruction, ELA intervention, and English Language Development (ELD). These professional learning opportunities included	Teachers will meet during designated PLC time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF-Supplemental Funds None Specified District Funded 0	Teachers met weekly in PLC groups. PLC lead teachers worked with grade level teams to guide PLC conversations and present district training information. None Specified District Funded 0
		Professional Development 5800: Professional/Consulting Services And Operating Expenditures District Funded 0	The district educational services team offered after school training sessions on ELA tier 1 instruction, ELA intervention, and English Language Development (ELD). 5800: Professional/Consulting Services And Operating Expenditures District Funded 0
		TOSA Salary/Benefits 1000-1999: Certificated Personnel Salaries District Funded 0	TOSA team supported the implemetation of ELA core curriculum and the ELA/reading intervention program. 1000-1999: Certificated Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
maintain a high level of rigor. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners. Provide additional materials, including technology	sessions on planning and pacing the ELA curriculum and standards, providing reading intervention, and analyzing student writing.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
and/or software, to supplement the California State Standards.			
B. PLCs/Progress Monitoring Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction. In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. The school will utilize the Music, Art, and P.E.	Teachers met weekly in PLC meetings to analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review Plan Do Study Act (PDSA) forms, and plan collaboratively for instruction. Specials classes (Music, Art and PE) were used to provide this weekly PLC time for classroom teachers. Results of NWEA MAP reading testing, Acadience Reading assessments, and common assessments are regularly reviewed in teacher PLC meetings. These results inform "focus folders" for progress monitoring and identification of students for intervention. The folders put students in four levels that show who needs intensive support, who needs monitoring, and who needs enrichment and extensions. Teachers utilized student data analysis to determine which students benefitted from further review at Student Success Team meetings.	Progress Monitoring Materials/District Funded None Specified District Funded 0 Specials Teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 PLC/Staff Meeting time will be used to debrief book study from the book What Great Teachers Do Differently None Specified District Funded 0	TOSA team and hourly teachers utilized the Acadience On-line Learning program for Reading Benchmark scores three times per year. Classroom and intervention teachers utilized the Acadience On-line Learning program for progress monitoring of student reading progress. None Specified District Funded 0 Specials classes (Music, Art and PE) were used to provide weekly PLC time for classsroom teachers. 1000-1999: Certificated Personnel Salaries District Funded 0 Weekly PLC meetings and Monthly Staff meetings were used for faculty participation in a book study of Todd Whittaker's book: "What Great Teachers Do Differently." None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.			
C. Academic Intervention (Tier 2) Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities	SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) continued as the district's main reading intervention in the elementary grades. Students are identified via NWEA MAP and Acadience assessments. SIPPS groups operate four days a week, and SIPPS teachers keep detailed Plan Do Study Act (PDSA) data on how students were progressing in SIPPS. Students who do not attend SIPPS classes receive intervention/enrichment in the classroom during this time ("Target Time").	Intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 24,752.00	SIPPS intervention groups offered four days per week for identified students. SIPPS groups lower class size during "Target Time" while alll other students recieve reading instrution at thier individual reading levels. 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 31,302.00
		Intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 37,920.00	SIPPS intervention groups offered four days per week for identified students. SIPPS groups lower class size during "Target Time" while alll other students recieve reading instrution at thier individual reading levels. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 46,398.00
		STAR/Accelerated Reading Program 4000-4999: Books And Supplies LCFF - Supplemental 2800.00	The Accelerated Reading Program,including the STAR reading assessment, was utilized to help students choose appropriate level independent reading material. The Accelerated Reader quizzes were used in a schoolwide porgram to

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
will be provided: before/after school tutoring with one of our certificated teachers throughout the school year. Provide additional materials (including technology and/or software) to supplement/enhance the California State Standards instructional tools and support materials in the classroom. Instructional Coach (TOSA) to work directly with teachers and intervention groups. Providing support for teachers of identified Title 1 at-risk students.			motivate independent reading. 4000-4999: Books And Supplies LCFF - Supplemental 1996.00
		Materials for Intervention Programs 4000-4999: Books And Supplies LCFF - Supplemental 200.00	Materials were purchased for the SIPPS reading class. Materials include classroom supplies, student supplies, and reading materials. 4000-4999: Books And Supplies LCFF - Supplemental 4850.00

Analysis

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

All actions were implemented as planned during 2022-2023. SIPPS reading intervention went well, although due to the ongoing shortage of substitute teachers the school's SIPPS intervention teachers often were asked to fill in for classroom teachers. This reduced the amount of intervention provided to many students and as a result we did not have the growth in SIPPS groups that we typically see.

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

Spring 2023 CAASSP English/language arts testing (administered to students in grades 3-6) did not show the growth that we had expected and in some grade levels achievement actually declined. While English Language Arts and Reading proficiency continues to be notably higher than math proficiency, English Language Arts and Reading needs to remain a focus.

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

Additional funds were used to purchase items supporting ELA intervention--Reading intervention materials for intervention students and classrooms. technology, and headphones to support small group instruction.

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

We hope to keep SIPPS teachers in place (instead of substituting for classroom teachers) so students will receive the amount of intervention time that SIPPS requires. We will also include SIPPS instruction in grade level classrooms during Target Time. Additionally, we are planning on implementing a new Shaw Student Award for grades 4-6 to encourage independent reading (Half-Million and Million Word Club Award).

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

All students and students groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from Spring 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards aligned test will increase by 5% each year for all students and sub groups. Goal for Spring 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: Goal for Spring 2023: All students: 31% Hispanic: 28% Socioeconomically Disadvantaged: 27% Students with Disabilities: 5% English Learner: 12%	Spring 2023 Results SBAC Math: All Students: 30% (goal not met) Hispanic: 29% (goal met) Socioeconomically Disadvantaged: 16% (not met) English Learners: 6% (goal not met) Students with Disabilities: 0% (goal not met) White: 35% Foster Youth: 43% Homeless Youth: 23% Reclassified (RFEP): 33%
Results from Spring 2023 NWEA results for 1st-6th grade students.	The percentage of students scoring "Hi, HiAvg. and Average" will increase by 10%, as measured by Spring 2023 NWEA Math Assessment Goal for Spring 2023: Grade 1 59% Hi, HiAvg. and Average Grade 2 42% Hi, HiAvg. and Average Grade 3 63% Hi, HiAvg. and Average Grade 4 56% Hi, HiAvg. and Average Grade 5 65% Hi, HiAvg. and Average Grade 6 57% Hi, HiAvg. and Average	Spring 2023 NWEA Math Results: ALL STUDENTS: 50% Hi and HiAvg and Average Grade 1: 56% Hi and HiAvg and Average (goal not met) Grade 2: 43% Hi and HiAvg and Average (goal met) Grade 3: 44% Hi and HiAvg and Average (goal not met) Grade 4: 45% Hi and HiAvg and Average (goal not met) Grade 5: 55% Hi and HiAvg and Average (goal not met) Grade 6 59% Hi and HiAvg and Average (goal met)

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Explanation of “Hi, HiAvg and Avg”: These terms reflect Quintiles: Five percentile levels based on NWEA normative data: 1st–20th (red), 21st–40th (orange), 41st–60th (yellow), 61st–80th (green), and greater than 80th (blue).
Kindergarten achievement as reflected on standards based report card at the Spring 2023 (trimester 3) reporting period.	Increase percentage of students scoring proficient by 5%. Expected outcomes Spring 2023: Counts from a given number within the known sequence : 91% Identifies 2 dimensional and 3 dimensional shapes: 91%	Results: Percentage of Kindergarten students scoring Standard Met or Exceeded (3 or 4) as reported on Report Cards (Spring 2023): Counts from a given number within the known sequence : 77 % (goal not met) Identifies 2 dimensional and 3 dimensional shapes: 79% (goal not met)

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1) In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6- 8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and	At Shaw Elementary, teachers are focused on improving Mathematics Tier 1 instruction for all students. Monthly staff meetings and additional time with math consultant, Dr. Michele Douglass, were dedicated to review of this initial Math instruction and student engagement strategies. Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K-5, CPM in grade 6). Zearn/Eureka Math has been utilized as supplemental curriculum in order to differentiate for students who need intervention or enrichment.	TOSA/District funded 1000-1999: Certificated Personnel Salaries District Funded 0	TOSAs continued to support classroom teachers with implementation of the math curriculum. 1000-1999: Certificated Personnel Salaries District Funded 0
		Use of Michelle Douglass, District Math Consultant, working specifically at Alice Shaw with Alice Shaw Teachers. 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 12,500.00	Michele Douglass also worked with Shaw teachers specifically to continue to reinforce the learning from district wide professional development. Grade level teams worked with Dr. Douglass on three different occasions during their PLC Specials time. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 15,000
		Materials for participation in Math	Math club and math bowl team supplies.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
to maintain a high level of rigor. Michele Douglass will also work with Shaw teachers specifically to continue to reinforce the learning from District wide professional development. Michele Douglass will work with specific grade levels on three different occasions during their PLC Specials time and will also lead vertical grade level planning on hinge math standards during staff meetings/Wednesday Staff Meetings. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full-day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult student ratio during Core Math Instructional time. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special	Core instruction in mathematics was a districtwide focus for professional development. Two consultants, Dr. Michele Douglass (grades K-5) and Elizabeth Hammonds (grade 6), provided trainings and coaching for district teachers throughout the school year. Themes included following an acceleration model for instruction, utilizing manipulatives such as Cuisenaire rods and digital manipulatives to build conceptual understanding, building number sense with mental math, and using mathematical tools such as the Desmos online calculator for grade 6. Hammonds had teachers create "proficiency scales" for essential math standards that show what a student needs to do to meet the standard and what curriculum supports are present. Dr. Michele Douglass also worked with Shaw teachers specifically to continue to reinforce the learning from District wide professional development. Grade level teams worked with Dr. Douglass on three different occasions during their PLC Specials time. The focus of this time was esstenital math standards during tier 1 instruction and intervention math lessons. TOSAs continued to support classroom teachers with implementation of the	Superbowl 4000-4999: Books And Supplies LCFF - Supplemental 250.00 Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0 District Professional Development opportunities for teachers to attend training 5800: Professional/Consulting Services And Operating Expenditures District Funded 0 District adopted curriculum, student assessments and teacher collaboration. 1000-1999: Certificated Personnel Salaries District Funded 0	Students participated in North county Math Superbowl with two grade level teams (5th and 6th grade.) 4000-4999: Books And Supplies LCFF - Supplemental 500.00 Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class to support math instruction. 2000-2999: Classified Personnel Salaries District Funded 0 Two consultants, Michele Douglass (grades K-5) and Elizabeth Hammonds (grades 6), provided trainings and coaching for district teachers throughout the school year. TOSAs offered some afterschool professional development sessions on Zearn/Eureka Math. 5800: Professional/Consulting Services And Operating Expenditures District Funded 0 Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K-5, CPM in grades 6). Assessments from these programs were utilized during weekly PLC meetings to monitor student progress in Math. 1000-1999: Certificated Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8. District math consultant, The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. The school will provide opportunities for math enrichment including a team for the North County Math Super Bowl. Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2022-23 school year: "Intervention time block to meet individual needs in math and fostering student engagement and social emotional wellness". (An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.)	math curriculum. TOSAs offered afterschool professional development sessions on Zearn/Eureka Math. The district's Campus Connection Childcare Program capitalized on state Expanded Learning Opportunities Program (ELO-P) funding to offer academic enrichment in math. Classroom teachers implemented an enrichment program that included included games, number talks, and manipulative activities that built number sense. The North County Math Super Bowl took place and provided a math enrichment option for students in grades 4-6. Alice Shaw students participated with two grade level teams (5th and 6th grade).		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
B. PLC/Progress Monitoring Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.The school will utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.	NWEA MAP Growth test results in mathematics were regularly reviewed in teacher PLC meetings, and teachers utilized the data to make decisions on next steps for targeted instruction, intervention, and enrichment. Universal Screeners for Number Sense (USNS) and Math Focus Folders were piloted at Alice Shaw in grades K-2. These will be utilized more expansively in 2023-2024.	Hourly intervention teachers to provide small group intervention/Expenditure reported under Goal 1 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 0 Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0	Hourly intervention teachers provided small group intervention/Expenditure reported under Goal 1 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 0 Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
C. Academic Intervention (Tier 2) Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn/Eureka Math to bolster students' skills in math and to differentiate for students based on their achievement levels in math. The district math consultant and TOSAs will provide support for identification of and training in effective, research based interventions for struggling math students increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year. The school/District will purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and	Zearn/Eureka Math has continued to be teachers' primary means of differentiating instruction in math. Zearn/Eureka Math is a research-based program that is available for teachers and students in grades K-8. Zearn is the digital version that engages students online, while Eureka Math consists of downloadable resources that teachers can use in support of Zearn. These programs provide teacher guided activities and activities students can do independently. Teachers utilized student data analysis to determine which students benefitted from further review at Student Success Team meetings.	Online Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0 Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0 School-wide focus on increasing academic vocabulary, math facts and concepts, critical thinking skills, and student engagement. 4000-4999: Books And Supplies LCFF - Supplemental 250.00	Digital supplemental math programs provided by the district included Zearn and Edgenuity Pathblazer. These programs were utlizied for individualized math intervention and enrichment. 4000-4999: Books And Supplies District Funded 0 Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0 Materials purchased to support a focus on math facts, math engagment (math manipulatives) and math vocabulary. 4000-4999: Books And Supplies LCFF - Supplemental 1600.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
services will enable teachers to target instruction for struggling math students.			

Analysis

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

All activities were implemented as planned, and the initiative to provide math enrichment during afterschool childcare was a helpful addition. Professional development by Michele Douglass and Elizabeth Hammonds was somewhat hampered due to the lack of substitute teachers available to release teachers for the trainings.

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

Spring 2023 CAASPP results show only incremental growth in math achievement, and students in grades 3-6 generally are still performing at lower levels than they were before the pandemic. Math needs to remain a districtwide priority in 2023-2024, and additional action needs to be taken with math intervention. In the upcoming year, more focus will be on tier 1 math instruction, math number sense screeners, math focus folders, and individualized math instruction based on student's needs.

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

Math consultant professional development was funded from Title 1 Targeted Assistance funds. Additional math materials and manipulatives were purchased to support math strategies in tier 1 classroom instruction.

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

In Spring 2023 it was decided to make a structural change in the elementary master schedule to afford more time for math intervention. In 2023-2024 during-school time previously allotted to weekly Tier 1 Professional Learning Community (PLC) meetings will be dedicated to math intervention provided by classroom teachers. Math "focus folders" can show which students are in need of intensive support, and teachers can plan interventions such as pre-teaching, re-teaching, tutoring individuals, incorporating manipulatives, and more. Edmentum Exact Path will replace Edgenuity Pathblazer as an online curriculum supplement. Math enrichment will continue to be integrated into the Campus Connection Childcare Program in 2023-2024.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Attendance rates for all students will be 96% or higher.	Attendance Rate Results for 2022-23: Attendance Rate for all Students: 93% (goal not met)
Chronic Absenteeism Rate	Decrease Chronic Absenteeism for all students and each subgroup by the designated percentages for the 2022-2023 school year. All Students: Will decrease by 10% =19.88% Socioeconomically Disadvantaged: Will decrease by 10% = 25.25% Homeless: Will decrease by 10% = 42.17% English Learner: will decrease by 5% = 11%	Attendance Rate Results for 2022-23: Chronic absenteeism percentage by subgroup: All Students: 18% (goal met) Socioeconomically Disadvantaged: 11% (goal met) Homeless: 0% (goal met) English Learner: 8% (goal met) Foster Youth: 0% Students with Disabilities (SWD): 30%

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. School Culture and Communication with Students Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and	At Shaw Elementary, school administrators, teachers, office staff, and community liaisons continued to highlight the importance of school attendance in communication to students and parents throughout the 2022-2023 school year. As possible, office staff and teachers worked to recoup attendance credit by	Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 250.00	Prizes (pencils, t-shirts, fidgets) were purchased as part of the PBIS SOAR behavior and attendance awards. 4000-4999: Books And Supplies LCFF - Supplemental 900.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
recognizes attendance through incentives and recognition. Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	having students work on short-term independent study assignments.		
B. School Programming and Communication with Families Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness. Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).	Our office assistant regularly reviewed attendance data and sent out notifications and truancy letters as appropriate. Referrals were made to the local School Attendance Review Board (SARB) when needed. COVID absences did continue during the school year, and this caused a number of students to miss school for extended time periods.	School monitoring of attendance/engagement data. Additional Office Assistant time to collect data, make parent contact, and refer students to the attendance program. 2000-2999: Classified Personnel Salaries Title I Part A: Targeted Assistance Program 5000	School monitered attendance/engagement data. Additional Office Assistant time to collect data, make parent contact, support Independent study agreements, and refer students to the attendance program. 2000-2999: Classified Personnel Salaries Title I Part A: Targeted Assistance Program 8943.00
		School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0	School Based counselor worked with students as referred from staff and parents. 1000-1999: Certificated Personnel Salaries District Funded 0
		Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0	Bilingual Community Liaison worked with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide additional office assistant time to collect data, make parent contact and refer students to the attendance program.			

Analysis

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

Actions listed were implemented as planned. Attendance was a priority throughout the year, although the data showed that attendance remained lower than desired.

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

The school worked diligently to promote school attendance, screen attendance data, and make truancy notifications as needed, but these actions were not enough to hold off trends that included the continuance of COVID cases and trends that had parents holding ill children out of school for longer periods.

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

No significant differences between the proposed expenditures and estimated actual expenditures.

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

Attendance data from 2022-2023 indicate that the district and its schools will need to shore up their efforts around attendance even more in 2023-2024. The district will run an attendance campaign in observance of Attendance Awareness Month in September. The district has rewritten its four attendance letters (for chronic absenteeism, excessive tardiness, the first truancy notification, and the second truancy notification) to remove legal language and make them more readable; additionally, these letters will be embedded in the Aeries student information system to make it easier for office assistants to send them. Alice Shaw will be providing more incentives for good or improved school attendance as part of the PBIS SOAR incentive program.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Communication Survey Parent Square Communication System	Over 98% of parents will participate in Parent Square. The student survey will show the percentage of students who indicated it was "pretty much true" or "very much true" on each listed category: 85% that there were adults at school we really care about them, 80% of students indicated that someone notices when they are not there, 80% of adults listen to when I have something to say, 78% indicted there is an adult there for me if I have a problem or concern, and 85% of students believe that there are adults at school who believe that they will be a success. Parent survey results will positively increase to the indicated percentage: The parent survey will show: 88% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school. 95% indicated that teachers communicate with parents about what students are expected to learn. 95% of parents feel welcome to be involved in the school. 97% of parents indicated there is someone at school to talk to with a problem or concern. 97% of parents indicated school staff take parent concerns seriously.	Fall 2023 Result: 522 families have contactable data in Parent Square. (99% of families are enrolled in Parent Square) Fall 2023 Results: Student Survey: 79% that there were adults at school we really care about them, 73% of students indicated that someone notices when they are not there 75% of adults listen to when I have something to say, 79% indicted there is an adult there for me if I have a problem or concern (goal met) 78% of students believe that there are adults at school who believe that they will be a success. Parent Survey: 93% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school. (goal met) 93% indicated that teachers communicate with parents about what students are expected to learn. 84% of parents feel welcome to be involved in the school. 88% of parents indicated there is someone at school to talk to with a problem or concern. 76% of parents indicated school staff take parent concerns seriously.

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Focus on Relationships and Social/Emotional Learning Teachers and schools will emphasize teacher-student relationships at the onset of the 2022-2023 school year. Provide services such as childcare and alternate meeting location (including virtual options) when needed. Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested. Regular lessons in social/emotional learning will be planned, as the district will be implementing SEE Learning during the school year. (SEE Learning has been piloted during summer programs.) Information on how to access the Aeries Parent Portal and Parent Square will be shared with parents. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone, parent square and email methods. Parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year.	As possible, the district and school continued to plan special activities and learning experiences that provide motivation and socialization for students. Examples include the fourth-grade swim program at the Santa Maria Valley YMCA, Outdoor School for sixth graders, academic events such as the Battle of the Books and North County Math Super Bowl, and PTA sponsored field trips. School events such as Back to School Night and Open House were well attended. Additionally, after school events planned by the Parent Teacher Association (PTA) such as bingo, movie, and arts & craft family nights also were well attended. SEE Learning was piloted in some classrooms during the 2022-2023 school year. The district has adopted SEE Learning as its social/emotional learning curriculum and it will beimplemented in the 2023-2024 school year. Three district staff members have completed a year-long SEE Learning facilitator certification course that enables them to train others in the curriculum. At Shaw Elementary, focus was placed on providing materials in	Information will be distributed via email, Parent Square, and in teacher/school presentations to parents. 5000-5999: Services And Other Operating Expenditures District Funded 0 Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0 Bilingual Community Liaisons will be available to provide interpretation for meetings. 2000-2999: Classified Personnel Salaries District Funded 0	Infromation is distributed via Parent Square in English and Spanish. 99% of Shaw families have current contact information in Parent Square. 5000-5999: Services And Other Operating Expenditures District Funded 0 Social Emotioal lessons from the SEE Learning Curriculum were presented periodically throughout the year. Training was provided to all Shaw teachers in SEE Learning during the March 2023 district professional development day. 4000-4999: Books And Supplies District Funded 0 Bilingual Community Liaisons provided interpretation for meetings. 2000-2999: Classified Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	families' primary language and communication on school involvement. Our school Community Liaison worked with Spanish speaking families to introduce them to school activities and community support.		
B. Involve Parents in Planning and Decision Making Through involvement in Title 1 parent meetings, School Site Council, English Language Advisory Council and Parent Teacher Association meetings involve parents in planning and decision making. Discussions will include review and evaluation of programs as well as future planning at the school level. Translate materials and provide interpreters to make phone calls and assist at events/meetings.	Parent Square remains the platform for school-home communication. Schools and the district can send out "blasts" that reach large groups but also can send individual messages to parents to which parents can respond. The translation capacity of Parent Square is of great assistance to non-English-speaking families. At Shaw Elementary, 99% of families have current contact information in Parent Square. This platform is used for schoolwide posts, indidivual messgaing and parent sign-ups for acitivites such as conferences and volunteer activities.	Effective communication tools to increase parent involvement, including but not limited to Parent Square. 5000-5999: Services And Other Operating Expenditures District Funded 0	Infromation is distributed via Parent Square in English and Spanish. 99% of Shaw families have current contact information in Parent Square. 5000-5999: Services And Other Operating Expenditures District Funded 0
		Bilingual Community Liaison to assist with interpretation, parent phone calls, and meetings. 2000-2999: Classified Personnel Salaries District Funded 0	Bilingual Community Liaison assists with interpretation, parent phone calls, and meetings. 2000-2999: Classified Personnel Salaries District Funded 0
		Child Care for Title 1/SSC/ELAC Meetings 2000-2999: Classified Personnel Salaries District Funded 0	Child care provided for in-person meetings (ELAC) 2000-2999: Classified Personnel Salaries District Funded 0
C. Support for Families The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, and/or online (website and social media) posts. The district will provide a range of parent education offerings via Zoom and other virtual platforms	In the spring, the district hosted a Strengthening Families course for parents at a district elementary school. Put on by Fighting Back Santa Maria Valley, the course was well received. The Youth Well Collaborative of Santa Barbara County also has posted on YouTube recordings of numerous past parent workshops on a range of pertinent	Funds for speaker and other expenses associated with the cost of parent education events. None Specified District Funded 0	Parent edcuation nights were not provided by the school site (The district did provide some parent education classes) None Specified District Funded 0
		Child Care for Parent Education Events 2000-2999: Classified Personnel Salaries District Funded 0	The district provided parent education classes. Child care was provided during in-person meetings. None Specified None Specified 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	topics. A link to these recordings has been shared.		

Analysis

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

Besides SEE Learning, the action plan was implemented as planned. The school continued to prioritize making connections with students and families.

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

Families have responded enthusiastically to school events such as Back to School Night, Open House, and PTA-sponsored family nights. Turnout at these events has been high. Students and families highly value special activities such as field trips, Battle of the Books, and the North County Math Super Bowl. When parents are invited to attend, many do. These activities connect students to each other and to their school.

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

No significant differences between the proposed expenditures and estimated actual expenditures.

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

The district would like to plan more parent education offerings in 2023-2024. In Spring 2023, two counselors collaborated with the Ralph Dunlap School PTA on a family night entitled "Building Student Confidence." The night was well attended and well received, and it provides a model for similar events in the future. The district would like to continue hosting parent classes such as the "Strengthening Families" course offered in the spring of 2023.

During the 2023-24 school year, Alice Shaw Elementary will be reintroducing some parent engagement activities that have previously been on pause due to COVID restrictions. These will include in-person award ceremonies, classroom volunteers, and parent volunteers for PTA activities such as celebrations, performances, and book fair.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspensions/Expulsion Rate PBIS Counseling	2023 Goal. Suspension Rate for all students and for all sub groups will be 1.5% or less	Spring 2023 Results: Suspension Rate for 2022-23: All Students: 3% (goal not met) English Learners: 4% (goal not met) Foster Youth: 22% (goal not met) (small sub-group: 9 students) Homeless Youth: 5% (goal not met) Socioeconomically Disadvantaged(SED): 8% (goal not met) Students with Disabilities (SWD): 7% (goal not met)

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. School Culture At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023 Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and	At Shaw Elementary the PBIS system is focused on four main traits (SOAR): • Stay Engaged • Offer Kindness • Accept Responsibility • Respectful Always The school revisited its PBIS behavior system. The principal and staff reviewed the matrix of behavioral expectations with students at a school "passport day" and in classroom discussions. The school also reinstated its process for awarding	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 250.00	Materials were purchased and provided for PBIS Incentives. 4000-4999: Books And Supplies LCFF - Supplemental 2857.00
		Materials and supplies for performances, events, and activities to support extracurricular activities None Specified LCFF - Supplemental 250.00	Materials and supplies for extracurricular activities were provided. Extracurricular activities included funds for schoolwide PBIS activities (rock garden, kindness day) and schoolwide participation in the garden club. 4000-4999: Books And

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Convocation, " The school will continue to utilize positive reinforcers (Eagle Pathways and SOAR Character Recognition) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs. The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council, the Friend Mediator Program, the library, Makerspace, and Eagle Ambassadors. Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the books, Robotics team, Makerspace, Student Council, Eagle Ambassador and activities, Friend Mediator, Math Super Bowl team, and Yearbook Club. school-wide character education system teaching life skills. The Positive Behavioral Interventions and Supports (PBIS) program will be implemented with fidelity for Tier 1. Utilize progressive discipline system, monitor behavior programs used in classrooms and implement reward system.	tickets to students as incentives/rewards for positive behavior. The principal and office staff tracked Office Discipline Referrals on Educlimber to see trends. Student activities were able to resume after being on hiatus during the pandemic. Activities and programs to resume included Battle of the Books, library makerspace, the North County Math Super Bowl. The district launched a swim program for fourth graders in partnership with the Santa Maria Valley YMCA. The PTA planned school events that were well attended.		Supplies LCFF - Supplemental 650.00
B. Social/Emotional Learning and Support	As stated in the Annual Review and Update for	Counseling services (Tier 1 - Counseling with	Counseling with a school based PPS credentialed

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Regular lessons in social/emotional learning will be planned: The district will implement SEE Learning as a social/emotional learning curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement. Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or for students who have qualified for Special Education Services the district psychologist. The District Behavior Specialist will also be used to consult with the classroom teacher and SST team for students at the Tier 2 and 3 level of PBIS.	Goal 4, the district did not adopt SEE Learning during 2022-2023. The program was piloted in several classrooms, and three district staff members took a year-long SEE Learning facilitator certification course that will qualify them to train others in the curriculum. The school year concluded with the district adopting SEE Learning as its social/emotional learning curriculum. It will be implemented in the 2023-24 school year. In response to student behavioral needs, the district expanded staff available to teach and support positive behavior. By the end of 2022-2023 the district had two Board Certified Behavior Analysts (BCBAs) and six instructional assistants trained as Registered Behavior Technicians (RBTs).	a school based PPS credentialed counselor) 1000-1999: Certificated Personnel Salaries District Funded 0 Counseling Services (Tier 1 - Counseling with School Psychologist) 1000-1999: Certificated Personnel Salaries District Funded 0 Consultation and support from District Behavior Specialist (For general education and special education students displaying Tier 2 and Tier 3 level behaviors) 1000-1999: Certificated Personnel Salaries District Funded 0 Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0	counselor provided 3 days per week. 1000-1999: Certificated Personnel Salaries District Funded 0 Counseling Services (Tier 1 - Counseling with School Psychologist) - provided and available 2.5 days per week. 1000-1999: Certificated Personnel Salaries District Funded 0 Consultation and support from District Behavior Specialis provided 1.5 days per week. 1000-1999: Certificated Personnel Salaries District Funded 0 SEE Learning curriculum and professional development provided to all teachers. 4000-4999: Books And Supplies District Funded 0
C. Incorporate Health Education into curriculum (Too Good for Drugs, DARE, Child Safe, Growth and Development, nutrition, Dairy Council). Hold health screenings (vision and hearing).	Teachers incorporated Health Education into curriculum (Too Good for Drugs, DARE, Child Safe, Growth and Development, nutrition, Dairy Council). The district nurses coordinated and provided health screenings (vision and hearing).	Character and Health education None Specified District Funded 0 School Nurse and District Personnel Salary 1000-1999: Certificated Personnel Salaries District Funded 0	Heatlh education/Drug education was provided (Too Good for Drugs-grades K-5/ DARE-grade 6) None Specified Donations 0 School nurse and health assistant provided for student support 1000-1999: Certificated Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Ongoing lessons in digital citizenship.	Teachers provided monthly digital citizenship lessons through Common Sense Media. These lessons were documented and tracked by the Executive Director of Technology and Educational Services.	Digital Citizenship lessons None Specified District Funded 0	Digital citizenship lessons provided to all teachers and students through Common Sense Media.org. None Specified District Funded 0
Increase of student supervision and communication between staff, teachers, and the office to ensure student safety when students are in and out of the classroom.	Teachers and support staff were provided with radios and behavioral support items (check-in/check-out charts/incentives). These items assisted in supporting additional student supervision and communication.	Radios, walkie-talkies, consistant use of PBIS major and minor forms, and other communication devices/supplies 4000-4999: Books And Supplies LCFF - Supplemental 250.00	Items provided to assist in supporting additional student supervision and communication--two-way radios, check-in/check-out charts/incentives) 4000-4999: Books And Supplies LCFF - Supplemental 1500

Analysis

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

With the exception of full implementation of SEE Learning, all actions were implemented. As described above, the district did take the needed steps toward adopting SEE Learning as its 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.

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

Although the school was diligent about prioritizing relationships and helping students bond with each other and their school, we still experienced levels of misbehavior well in excess of what we had prior to the pandemic. Suspensions and severe behavior did not decline as expected, and considerable amounts of staff time, energy, and focus needed to be spent on student behavior.

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

Extracurricular activities included funds for schoolwide PBIS activities (rock garden, kindness day) and schoolwide participation in the garden club.

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

Supporting positive student behaviors remains an important goal. Sound Tier 1 practices (strong teacher-student rapport, good classroom management, social/emotional learning, etc.) need to be coupled with sound Tier 2 practices (access to counseling for targeted support, Check In/Check Out, and specific instruction in targeted skills) so as to prevent severe behaviors. The district's Special Education Department is working on finalizing a Behavioral MTSS (Multi-Tiered System of Supports) Plan that will guide efforts in this area. Shaw Elementary will be a pilot site for the district's MTSS Plan for Behavioral Interventions.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Performance: English Language Arts

Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and high quality instruction, and maximizes student achievement in the area of Language Arts.

Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Results from Spring 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Spring 2023 CAASPP state standards aligned test for 3rd-6th grade students and subgroups percentage of students scoring at Met or Exceeded Standard. Baseline from Spring 2023 Data: All Students: 33% White: 41% Hispanic: 29% Socioeconomically Disadvantaged: 25% English Learners: 6% Students with Disabilities: 6% Reclassified (RFEP): 50% Foster Youth: 43% Homeless Youth: 23%	The percentage of students scoring at Met or Exceeded Standard in the area of English Language Arts on the 2024 CAASPP state standards-aligned test will increase by 5% for all students and sub-groups Goals for Spring 2024: All Students: 38% White: 46% Hispanic: 34% Socioeconomically Disadvantaged: 29% English Learners: 11% Students with Disabilities: 11% Reclassified (RFEP): 55% Foster Youth: 48% Homeless Youth: 28%
Results from Spring 2023 NWEA results for 1st-6th grade students.	The percentage of students scoring "Hi, HiAvg. and Average" (top three Quintiles) as measured by 2023 NWEA Reading Assessment.	The percentage of students scoring In the "Hi, HiAvg. and Average" will increase by 10% as measured by 2024 NWEA Reading Assessment. These terms reflect Quintiles: Five percentile levels based on NWEA

Metric/Indicator	Baseline	Expected Outcome
	These terms reflect Quintiles: Five percentile levels based on NWEA normative data: 1st–20th (Low), 21st–40th (LoAvg), 41st–60th (Avg), 61st–80th (HiAvg), and greater than 80th (Hi). Baseline from Spring 2023: ALL STUDENTS: 54% Hi and HiAvg and Average Grade 1: 52% Hi and HiAvg and Average Grade 2: 51% Hi and HiAvg and Average Grade 3: 44% Hi and HiAvg and Average Grade 4: 59% Hi and HiAvg and Average Grade 5: 58% Hi and HiAvg and Average Grade 6 60% Hi and HiAvg and Average	normative data: 1st–20th (Low), 21st–40th (LoAvg), 41st–60th (Avg), 61st–80th (HiAvg), and greater than 80th (Hi). Goal for Spring 2024: ALL STUDENTS: 64% Hi and HiAvg and Average Grade 1: 62% Hi and HiAvg and Average Grade 2: 61% Hi and HiAvg and Average Grade 3: 54% Hi and HiAvg and Average Grade 4: 69% Hi and HiAvg and Average Grade 5: 68% Hi and HiAvg and Average Grade 6 70% Hi and HiAvg and Average
Spring 2023 Acadience assessment for Kindergarten	The percentage of Kindergarten students at the "At or Above" benchmark as measured by Acadience Composite Assessment. K ELA Baseline from Spring 2023: 51% of students scored "At or Above" benchmark as measured by Acadience Composite Assessment.	By Spring 2024 the percentage of Kindergarten students at the "At or Above" benchmark as measured by Acadience Composite Assessment will increase by 10% K ELA Goal for Spring 2024: 61% of students scoring at "At or Above" benchmark as measured by Acadience Composite Assessment.

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades TK-5. One TOSA will specialize in English Language Development (ELD) for English Learners. Provide additional materials, including technology and/or software, to supplement the California State Standards.

Students to be Served by this Strategy/Activity

All Students, Title 1 Students, English Learners, Students with disabilities

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will meet during designated PLC time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF- Supplemental Funds
Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	District provided professional development opportunities
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA Salary/Benefits

Strategy/Activity 2

B. PLCs/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.

Teachers will utilize data (NWEA MAP Growth, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Progress Monitoring Materials/District Funded
Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers provided to cover classrooms while teachers attended Student Success team meetings to review/analyze student achievment data.
Amount	7915
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development opportunities provided to teachers in the areas of ELA achievement and interventions.

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program.

The district Educational Services department and the TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities will be provided: before/after school tutoring with one of our certificated teachers throughout the school year.

Provide additional materials (including technology and/or software) to supplement/enhance the California State Standards instructional tools and support materials in the classroom.

Instructional Coach (TOSA) to work directly with teachers and intervention groups. Providing support for teachers of identified Title 1 at-risk students.

Students to be Served by this Strategy/Activity

Students working below grade level in reading as shown on standardized reading and math assessments (Acadience, NWEA, DIBELS, SBAC and STAR).,English Learners, Foster Youth, Low Income, Title I

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	50,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention instruction by hourly teachers
Amount	5000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Programs including classroom materials, books, and technology
Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	STAR/Accelerated Reading Program
Amount	3600
Source	Title I Part A: Targeted Assistance Program
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development opportunities provided to teachers in the areas of ELA interventions.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance: Mathematics

Goal Statement

All students and students groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and high quality instruction, and maximizes student achievement in the area of Mathematics.

Basis for this Goal

Students need to be equipped with mathematical skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include Mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Results from Spring 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Results from Spring 2023 CAASPP state standards aligned test for 3rd-6th grade students and subgroups. Percentage of students scoring at Met or Exceeded Standard in Mathematics: Baseline from Spring 2023 (CAASPP Math Scores): All Students: 30% White: 35% Hispanic: 29% Socioeconomically Disadvantaged: 16% English Learners: 6% Students with Disabilities: 0% Foster Youth: 43% Homeless Youth: 23% Reclassified (RFEP): 33%	The percentage of students scoring at Met or Exceeded Standard in the area of Math on the CAASPP state standards aligned test will increase by 5% each year for all students and sub groups. Goal for Spring 2024 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students scoring at Met or Exceeded Standard in Mathematics: Goal for Spring 2024 (CAASPP Math Scores): All Students: 35% White: 40% Hispanic: 34% Socioeconomically Disadvantaged: 21% English Learners: 11% Students with Disabilities: 5% Foster Youth: 47% Homeless Youth: 28% Reclassified (RFEP): 38%

Metric/Indicator	Baseline	Expected Outcome
Results from Spring 2023 NWEA results for 1st-6th grade students.	Spring 2023 Results of students who scored "Hi, HiAvg, and Average" (top three Quintiles) as measured by the Spring 2023 NWEA Math Assessment. Baseline from Spring 2023 NWEA assessment: ALL STUDENTS: 50% Hi and HiAvg and Average Grade 1: 56% Hi and HiAvg and Average Grade 2: 43% Hi and HiAvg and Average Grade 3: 44% Hi and HiAvg and Average Grade 4: 45% Hi and HiAvg and Average Grade 5: 55% Hi and HiAvg and Average Grade 6 59% Hi and HiAvg and Average These terms reflect Quintiles: Five percentile levels based on NWEA normative data: 1st–20th (Low), 21st–40th (LoAvg), 41st–60th (Avg), 61st–80th (HiAvg), and greater than 80th (Hi).	The percentage of students scoring in the top three Quintiles will increase by 10%, as measured by Spring 2023 NWEA Math Assessment. Goal for Spring 2024 NWEA assessment: ALL STUDENTS: 60% Hi and HiAvg and Average Grade 1: 66% Hi and HiAvg and Average Grade 2: 53% Hi and HiAvg and Average Grade 3: 54% Hi and HiAvg and Average Grade 4: 55% Hi and HiAvg and Average Grade 5: 65% Hi and HiAvg and Average Grade 6 69% Hi and HiAvg and Average Quintiles: Five percentile levels based on NWEA normative data: 1st–20th (Low), 21st–40th (LoAvg), 41st–60th (Avg), 61st–80th (HiAvg), and greater than 80th (Hi).
Kindergarten achievement as reflected on Universal Screener for Number Sense (USNS).	Results from Fall 2023 Math Assessments as reported on the Universal Number Sense Screener: Increase the percentage of students scoring proficient on by 10%. K Math Fall 2023 Results: Percentage of Kindergarten students scoring proficient: 51%.	Results from Spring 2024 Math Assessments as reported on the Universal Number Sense Screener: Goal for K Math Spring 2024 from USNS: Percentage of Kindergarten students scoring proficient : 61%.

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) Course 1 in grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant dr. Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to

maintain a high level of rigor. Dr. Michele Douglass will also work with Shaw teachers specifically to continue to reinforce the learning from District wide professional development.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8.

The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

The school will provide opportunities for math enrichment including a team for the North County Math Super Bowl.

Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full-day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult student ratio during Core Math Instructional time.

Students to be Served by this Strategy/Activity

All Students, Title 1 Students, Students with Disabilities, English Learners

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded
Amount	15000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Dr. Michele Douglass, District Math Consultant, working specifically at Alice Shaw with Alice Shaw Teachers. Focus on instructional strategies for Math instruction and intervention.
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for participation in Math Superbowl

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class
Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	District provided professional development opportunities for teachers .
Amount	3700
Source	Title I Part A: Targeted Assistance Program
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development opportunities provided to teachers in the areas of Math achievment and interventions.

Strategy/Activity 2

B. PLC/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

Teachers wtill be utilizing NWEA MAP Growth math results and the Universal Screener for Number Sense (USNS) to create math focus folders for progress monitoring and identification of students for intervention. Similar to reading focus folders inuse around the district, these folders place students in four levels that show a teacher who needs intensive support,who needs monitoring, who needs enrichment and extensions.

Teachers will attend Student Success Team meetings with parents to address these needs.

Students to be Served by this Strategy/Activity

All Students, English Learners, Foster Youth, Low Income, Title 1

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0

Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly intervention teachers to provide small group intervention/Expenditure reported under Goal 1
Amount	0
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Dr. Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1
Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers provided to cover classrooms while teachers attended Student Success team meetings to review/analyze student achievment data.

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The school will utilize the Music, Art, and P.E. programs to facilitate small group targeted instruction within the classroom for the purpose of providing math intervention/enrichment instruction that focuses on individual student academic needs based on student data. Four times during the school year, these additional programs will be utilized to provide additional collaborative planning to prepared these intervention lessons.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn/Eureka Math to bolster students' skills in math and to differentiate for students based on their achievement levels in math.

The district math consultant and TOSAs will provide support for identification of and training in effective, research based interventions for struggling math students increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.

The school/district will purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for struggling math students.

Students to be Served by this Strategy/Activity

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

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, TOSA, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Online Math programs for Math Intervention and Support/District Funded

Amount	0
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Dr. Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1

Amount	7500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials to support a school-wide focus on increasing academic vocabulary, math facts and concepts, problem solving, and student engagement. Materials for Intervention Programs including classroom materials, books, and technology.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Engagement: Chronic Absenteeism

Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance rates for all students for Spring 2022 was 93%	Attendance rates for all students will be 96% or higher.
Chronic Absenteeism Rate	Baseline for 2022-23 Chronic Absenteeism: All Students: 18% Socioeconomically Disadvantaged: 11% Homeless: 0% English Learner: 8% Foster Youth: 0% Students with Disabilities (SWD): 30%	Decrease Chronic Absenteeism for all students and each subgroup by the 10% for the 2023-2024 school year. For sub-groups, below 10%, decrease to 0%. Goals for 2023-24 Chronic Absenteeism: All Students: 8% Socioeconomically Disadvantaged: 1% Homeless: 0% (remain at 0%) English Learner: 0% (decrease to 0%) Foster Youth: 0% (remain at 0%) Students with Disabilities (SWD): 20%

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance.

Implement a positive school attendance program including student and parent education on the importance of daily school attendance.

Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives, awards, and recognition.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Parents, Staff, Students

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance incentives

Strategy/Activity 2

B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance. Provide additional office assistant time to collect data, make parent contact and refer students to the attendance program.

Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

Students to be Served by this Strategy/Activity

All students, students identified as chronically absent in all sub groups

Timeline

Ongoing

Person(s) Responsible

Principal, Site Counselor, Office Assistant, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	2000-2999: Classified Personnel Salaries
Description	School monitoring of attendance/engagement data. Additional Office Assistant time to collect data, make parent contact, and refer students to the attendance program.
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School Based Counselor works with families and students to improve student attendance.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaison works with families to improve student attendance.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Square Communication System Parent Communication Survey	Baseline for Fall 2023: 522 families have contactable data in Parent Square. (99% of families are enrolled in Parent Square) Data Based on Student/Parent Survey from October 2023: Student Survey: The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" on each listed category: 79% that there were adults at school we really care about them 73% of students indicated that someone notices when they are not there 75% of adults listen to when I have something to say 79% indicted there is an adult there for me if I have a problem or concern 78% of students believe that there are adults at school who believe that they will be a success	Maintain 99-100% parent particpation in Parent Square for school/home communicaiton. Goal for Fall 2024 on Student Survey: Increase the percentage of students who indicated "pretty much true" or "very much true" on all categories on the student survey to 90%. Goal for Fall 2024 on Parent Survey: Increase the percentage of parents who indicated "agree or strongly agree" on all categories on the parent survey to 90%.

Metric/Indicator	Baseline	Expected Outcome
	Parent Survey: The parent survey showed the percentage of parents indicated they "agree or strongly agree" on each listed category: 93% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school 93% indicated that teachers communicate with parents about what students are expected to learn 84% of parents feel welcome to be involved in the school 88% of parents indicated there is someone at school to talk to with a problem or concern 76% of parents indicated school staff take parent concerns seriously	

Planned Strategies/Activities

Strategy/Activity 1

A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the onset of the 2023-2024 school year. Regular lessons in social/emotional learning will be planned, as the district will be implementing SEE Learning during the school year.

Information on how to access the Aeries Parent Portal and Parent Square will be shared with parents. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone, parent square and email methods. Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.

Provide services such as childcare and alternate meeting location (including virtual options) when needed.

Students to be Served by this Strategy/Activity

All Parents

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff, Students, Bilingual Community Liaison, Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Information will be distributed via email, Parent Square, and in teacher/school presentations to parents.
Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Curriculum for weekly lessons (SEE Learning)
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaisons will be available to provide interpretation for meetings and parent/family outreach.

Strategy/Activity 2

B. Involve Parents in Planning and Decision Making

Through involvement in Title 1 parent meetings, School Site Council, English Language Advisory Council and Parent Teacher Association meetings involve parents in planning and decision making. Discussions will include review and evaluation of programs as well as future planning at the school level.

Translate materials and provide interpreters to make phone calls and assist at events/meetings.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Staff, Teachers, Bilingual Community Liaison, Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Effective communication tools to increase parent involvement, including but not limited to Parent Square.
Amount	0

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaison to assist with interpretation, parent phone calls, and meetings.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Child Care for Title 1/SSC/ELAC Meetings

Strategy/Activity 3

C. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, and/or online (website and social media) posts.

The district will provide a range of parent education offerings via a variety of platfoms including virtual and in-person meetings.

Students to be Served by this Strategy/Activity

All Parents

Timeline

Ongoing

Person(s) Responsible

Principal, Staff, Teachers, Parents

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funds for speaker and other expenses associated with the cost of parent education events.
Amount	3000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Child Care for Parent Education Events

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Conditions and Climate: Suspension Rate

Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline." Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for the comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspensions/Expulsion Rate	Suspension/expulsion rates for students and each sub group. Baseline Suspension Rate from 2022-23: All Students: 3% English Learners: 4% Foster Youth: 22% Homeless Youth: 5% Socioeconomically Disadvantaged(SED): 8% Students with Disabilities (SWD): 7%	2023-24 Goal: Suspension Rate for all students and for all sub groups will be 1.5% or less.

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2023-2024. Students will have multiple opportunities to learn and practice the school behavioral expectations during passport days, classroom instruction, school assemblies, and Convocation, The school will continue to utilize positive reinforcers (SOAR Character and Student of the Month Recognition) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the books, Robotics team, Makerspace, Student Council, Math Super Bowl team, Garden Club, and Yearbook Club.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Leadership Team, PBIS Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	5500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program
Amount	2000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Materials and supplies for performances, events, and activities to support extracurricular activities

Strategy/Activity 2

B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned: The district will implement SEE Learning as a social/emotional learning curriculum. Lessons will explore social/emotional competencies such as self-awareness, compassion, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or for students who have qualified for Special Education Services the district psychologist.

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

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

C. Health Education

Incorporate Health Education into curriculum (Too Good for Drugs, DARE, Child Safe, Growth and Development).

Hold health screenings (vision and hearing).

Incorporate extracurricular clubs and activites to promote student inclusivity and connectedness (robotics, chess club, garden club)

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Administrator, Teachers, District Staff, Outside Presenters, Sheriff's Department, School Nurse

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Character and Health education
Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Provide extracurricular clubs and activites to promote student inclusivity and connectedness (robotics, chess club, garden club)

Strategy/Activity 4

D. Education in Digital Citzenship

Provide ongoing lessons in digital citizenship.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, teachers, staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Digital Citizenship lessons provided throughout the year from CommonSenseMedia.org.

Strategy/Activity 5

E. Student Supervision and Safety

Increase student supervision and communication between staff, teachers, and the office to ensure student safety when students are in and out of the classroom.

Implement student and school safety protocols as presented by district.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Radios, walkie-talkies, consistant use of PBIS major and minor forms, and other communication devices/supplies to be utizlized for safety and student supervision.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	133,715.00

Allocations by Funding Source

Funding Source	Amount	Balance
Other		
LCFF - Supplemental	69415	0.00
Title I Part A: Targeted Assistance Program	64300	0.00
Site Formula Funds		

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	69,415.00
Title I Part A: Targeted Assistance Program	64,300.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,000.00
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	30,500.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	35,215.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	30,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	27,915.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	50,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Targeted Assistance Program	7,300.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Julie Kozel	Principal
Andrea Frick	Classroom Teacher
Daisy Steven	Classroom Teacher
Erin Canby	Classroom Teacher
Maria Martinez	Other School Staff
Alex Jauregui	Parent or Community Member
Alex Lillenberg	Parent or Community Member
Amber Nelson	Parent or Community Member
Stacy Silva	Parent or Community Member
Joseph Lounsbury	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 20, 2023.

Attested:

Principal, Julie Kozel on October 20, 2023

SSC Chairperson, Amber Nelson on October 20, 2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2023-24**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Joe Nightingale Elementary School
Address	255 Winter Road Santa Maria, CA 93455
County-District-School (CDS) Code	42-69260-6045777
Principal	Kate McInerney
District Name	Orcutt Union School District
SPSA Revision Date	October 12, 2023
Schoolsite Council (SSC) Approval Date	October 18, 2023

Local Board Approval Date	November 8, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission Statement
Our mission statement, as approved by our School Site Council, is as follows: Joe Nightingale exists to better the lives and futures of all students, staff, families, and community through proven quality instruction, positive relationships, and engaging experiences.

Vision Statement
The vision of Joe Nightingale School is to provide for the educational success of all students through high expectations and a commitment to academic excellence; to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world. We believe this is a shared responsibility requiring the cooperation and commitment of students, parents, staff, and the community.

We ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. We believe children learn best when they engage in a variety of meaningful activities in a challenging, structured and positive environment. At Joe Nightingale School we provide our students with a rigorous, scholarly learning environment in which learning time, instructional planning, progress monitoring, and strategic/intensive interventions are systematically focused on individual student learning needs. We have clear, research-based interventions and enrichment opportunities to meet the needs of learners at all instructional levels.

All members of the Joe Nightingale School community collaborate to offer continuous learning programs that enable all children to maximize their academic, social and emotional growth and promote their development into thoughtful, accepting, productive and responsible citizens. Teacher teams at each grade level, work together to ensure students receive a comprehensive, standards-based course of study. These teacher grade level teams meet weekly in Professional Learning Communities to review student learning and to plan strategic interventions and enrichment activities to meet the various needs of all students.

At Joe Nightingale, our commitment to preparing children with 21st Century Learning Skills-Communication, Collaboration, Critical Thinking and Creativity- is present in all learning activities. The students at Joe Nightingale are global learners who use technology to increase their awareness and facilitate their contributions to the world around them.

At Joe Nightingale School, our students, parents, and staff are committed to working as a team to promote student involvement in the positive, scholarly, safe, and inclusive school culture. Students are caretakers for their own learning environment and are deeply connected to the school community. Parents, families, and community members have a strong investment in our students' lifelong education.

In order to achieve this vision, during the 2023-2024 school year, Joe Nightingale School is continuing the focus on High Quality First Instruction.
This High Quality First Instruction includes Continued Instructional Focus Areas:

- Literary and non-fiction reading
- Academic vocabulary in speaking and listening
- Intervention time block to meet individual needs in math and reading
- Fostering student engagement and social emotional wellness

School Profile

The Orcutt Union School District's Mission is as follows: Students at Orcutt Union School District come first. Our mission is to safely nurture, educate, inspire, and empower our children to successfully navigate and thrive in an ever changing world.

Joe Nightingale is located in the northern region of Santa Barbara County and serves students in grades Transitional Kindergarten through six, following a traditional calendar. In 2023-24, the school's overall ethnic make-up is as follows: 62.96% Hispanic, 3.22% American Indian/Alaskan Native, 1.46% Asian, 3.81% Filipino, 2.64% Black/African American, 0.59% Hawaiian/Pacific Islander, 55.93% White, 9.81% Two or More Races, and 22.55% unknown.

For the 2023-2024 school year, 684 students are enrolled including 13.16% classified as English Learners, 0.58% Foster Youth, 3.95% Homeless Youth, 15.79% in students with disabilities, and 52.63% socioeconomically disadvantaged.

English Learners: English Learners represent 13.16% of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation, and scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

Students with Disabilities: Students with Disabilities represent 15.79 percent of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at the include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare on-line program. Opportunities to serve on committees include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

Joe Nightingale School's attendance area contains neighborhoods not contiguous to each other, and the school also welcomes numerous students from the Santa Maria area, so the Joe Nightingale School campus is a gathering place and touchstone for students and families. The school was founded in 1958.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at a School Leadership Team meeting on September 6, 2023. Discussion included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at an ELAC, PTA, and staff meetings held prior to the approval of the plan.

The School Site Council meeting to approve the SPSA was held on October 18, 2023.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.1%	0.57%	0.42%	8	4	3
African American	0.4%	0.85%	0.56%	3	6	4
Asian	0.9%	1.00%	0.28%	6	7	2
Filipino	2.1%	2.28%	2.5%	15	16	18
Hispanic/Latino	61.7%	61.40%	62.5%	437	431	450
Pacific Islander	0.1%	0.14%	0.28%	1	1	2
White	25.7%	26.50%	24.44%	182	186	176
Multiple/No Response	4.4%	3.85%	4.17%	31	27	30
			Total Enrollment	708	702	720

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	137	145	170
Grade 1	93	93	84
Grade 2	93	87	90
Grade3	99	101	89
Grade 4	100	98	96
Grade 5	89	92	97
Grade 6	97	86	94
Total Enrollment	708	702	720

Conclusions based on this data:

1. Our enrollment and population has remained relatively consistent.
2. Our largest student subgroup is Hispanic/Latino.
3. Our second largest student subgroup is White.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	80	87	84	11.3%	12.4%	11.7%
Fluent English Proficient (FEP)	39	36	35	5.5%	5.1%	4.9%
Reclassified Fluent English Proficient (RFEP)	12			15.0%		

Conclusions based on this data:

1. The number and percent of English Learners remains steady.
2. The number and percent of FEP students remains steady.
3. There was a dip in RFEP, possibly due to a change in assessment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	94	97	89	0	92	86	0	92	86	0.0	94.8	96.6
Grade 4	93	96	94	0	94	94	0	94	94	0.0	97.9	100.0
Grade 5	85	91	97	0	90	95	0	90	95	0.0	98.9	97.9
Grade 6	96	84	96	0	84	95	0	84	95	0.0	100.0	99.0
All Grades	368	368	376	0	360	370	0	360	370	0.0	97.8	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2436.	2425.		26.09	24.42		23.91	25.58		27.17	24.42		22.83	25.58
Grade 4		2493.	2497.		28.72	38.30		36.17	21.28		15.96	25.53		19.15	14.89
Grade 5		2522.	2536.		33.33	32.63		31.11	28.42		17.78	23.16		17.78	15.79
Grade 6		2526.	2547.		10.71	24.21		40.48	38.95		27.38	17.89		21.43	18.95
All Grades	N/A	N/A	N/A		25.00	30.00		32.78	28.65		21.94	22.70		20.28	18.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.57	15.12		71.74	66.28		8.70	18.60
Grade 4		23.40	26.60		67.02	65.96		9.57	7.45
Grade 5		23.33	18.95		63.33	69.47		13.33	11.58
Grade 6		16.67	20.00		58.33	57.89		25.00	22.11
All Grades		20.83	20.27		65.28	64.86		13.89	14.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.09	19.77		50.00	56.98		23.91	23.26
Grade 4		22.34	23.40		64.89	65.96		12.77	10.64
Grade 5		34.44	32.63		48.89	54.74		16.67	12.63
Grade 6		11.90	28.42		70.24	58.95		17.86	12.63
All Grades		23.89	26.22		58.33	59.19		17.78	14.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.22	12.79		73.91	74.42		10.87	12.79
Grade 4		14.89	7.45		74.47	77.66		10.64	14.89
Grade 5		7.78	15.79		83.33	71.58		8.89	12.63
Grade 6		15.48	13.68		72.62	80.00		11.90	6.32
All Grades		13.33	12.43		76.11	75.95		10.56	11.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.74	16.28		67.39	61.63		10.87	22.09
Grade 4		25.53	22.34		63.83	71.28		10.64	6.38
Grade 5		27.78	29.47		55.56	57.89		16.67	12.63
Grade 6		20.24	26.32		63.10	58.95		16.67	14.74
All Grades		23.89	23.78		62.50	62.43		13.61	13.78

Conclusions based on this data:

1. Based on an analysis of CAASPP ELA data from 2015-2019, there is an area of need in inquiry and research.
2. Based on an analysis of CAASPP ELA data from 2015-2019, there is an area of need in writing.
3. Based on an analysis of CAASPP ELA data from 2015-2019, growth in the area of reading has been seen school-wide.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	94	97	89	0	94	86	0	94	86	0.0	96.9	96.6
Grade 4	93	96	94	0	94	94	0	94	94	0.0	97.9	100.0
Grade 5	85	91	97	0	91	95	0	91	95	0.0	100.0	97.9
Grade 6	96	84	96	0	84	95	0	84	95	0.0	100.0	99.0
All Grades	368	368	376	0	363	370	0	363	370	0.0	98.6	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2440.	2451.		25.53	24.42		30.85	33.72		20.21	23.26		23.40	18.60
Grade 4		2482.	2509.		24.47	28.72		18.09	35.11		42.55	25.53		14.89	10.64
Grade 5		2506.	2533.		21.98	30.53		24.18	18.95		28.57	33.68		25.27	16.84
Grade 6		2517.	2532.		14.29	24.21		19.05	22.11		36.90	29.47		29.76	24.21
All Grades	N/A	N/A	N/A		21.76	27.03		23.14	27.30		31.96	28.11		23.14	17.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.72	34.88		53.19	41.86		18.09	23.26
Grade 4		27.66	40.43		57.45	47.87		14.89	11.70
Grade 5		29.67	31.58		51.65	55.79		18.68	12.63
Grade 6		14.29	21.05		50.00	51.58		35.71	27.37
All Grades		25.34	31.89		53.17	49.46		21.49	18.65

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.66	26.74		46.81	52.33		25.53	20.93
Grade 4		15.96	32.98		56.38	50.00		27.66	17.02
Grade 5		16.48	25.26		60.44	49.47		23.08	25.26
Grade 6		9.52	16.84		61.90	57.89		28.57	25.26
All Grades		17.63	25.41		56.20	52.43		26.17	22.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.34	24.42		58.51	62.79		19.15	12.79
Grade 4		22.34	26.60		60.64	59.57		17.02	13.83
Grade 5		10.99	24.21		68.13	62.11		20.88	13.68
Grade 6		15.48	22.11		66.67	58.95		17.86	18.95
All Grades		17.91	24.32		63.36	60.81		18.73	14.86

Conclusions based on this data:

1. Based on an analysis of CAASPP data from 2015-2019, there is an area of need in the area of applying concepts and procedures.
2. Based on an analysis of CAASPP ELA data from 2015-2019, our 6th grade students have an area of need in the areas of concepts and procedures and in the area of communicating reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1377.8	1392.7		1392.2	1395.6		1344.3	1385.8		21	21	
1	*	1464.6		*	1470.9		*	1457.7		10	12	
2	*	1487.7		*	1489.3		*	1485.8		8	11	
3	1490.8	*		1503.6	*		1477.4	*		12	10	
4	*	1507.7		*	1504.5		*	1510.2		8	11	
5	*	*		*	*		*	*		10	7	
6	*	*		*	*		*	*		5	7	
All Grades										74	79	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	4.76		33.33	42.86		42.86	23.81		19.05	28.57		21	21	
1	*	16.67		*	41.67		*	33.33		*	8.33		*	12	
2	*	27.27		*	36.36		*	27.27		*	9.09		*	11	
3	8.33	*		58.33	*		16.67	*		16.67	*		12	*	
4	*	9.09		*	54.55		*	36.36		*	0.00		*	11	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	13.51	10.13		44.59	39.24		25.68	32.91		16.22	17.72		74	79	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	9.52		52.38	38.10		23.81	19.05		19.05	33.33		21	21	
1	*	33.33		*	25.00		*	41.67		*	0.00		*	12	
2	*	27.27		*	45.45		*	27.27		*	0.00		*	11	
3	50.00	*		25.00	*		16.67	*		8.33	*		12	*	
4	*	18.18		*	63.64		*	18.18		*	0.00		*	11	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	32.43	20.25		40.54	40.51		13.51	25.32		13.51	13.92		74	79	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	4.76		23.81	28.57		47.62	38.10		28.57	28.57		21	21	
1	*	16.67		*	33.33		*	33.33		*	16.67		*	12	
2	*	9.09		*	36.36		*	36.36		*	18.18		*	11	
3	0.00	*		8.33	*		75.00	*		16.67	*		12	*	
4	*	9.09		*	18.18		*	54.55		*	18.18		*	11	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	5.41	7.59		21.62	21.52		48.65	45.57		24.32	25.32		74	79	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	14.29		76.19	61.90		19.05	23.81		21	21	
1	*	50.00		*	50.00		*	0.00		*	12	
2	*	36.36		*	63.64		*	0.00		*	11	
3	33.33	*		50.00	*		16.67	*		12	*	
4	*	36.36		*	63.64		*	0.00		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	29.73	25.32		55.41	60.76		14.86	13.92		74	79	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	0.00		61.90	66.67		28.57	33.33		21	21	
1	*	8.33		*	83.33		*	8.33		*	12	
2	*	45.45		*	45.45		*	9.09		*	11	
3	58.33	*		33.33	*		8.33	*		12	*	
4	*	9.09		*	90.91		*	0.00		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	44.59	21.52		37.84	60.76		17.57	17.72		74	79	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	9.52		66.67	66.67		33.33	23.81		21	21	
1	*	33.33		*	50.00		*	16.67		*	12	
2	*	9.09		*	72.73		*	18.18		*	11	
3	0.00	*		58.33	*		41.67	*		12	*	
4	*	0.00		*	54.55		*	45.45		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	12.16	10.13		51.35	55.70		36.49	34.18		74	79	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	28.57		38.10	42.86		47.62	28.57		21	21	
1	*	8.33		*	75.00		*	16.67		*	12	
2	*	27.27		*	45.45		*	27.27		*	11	
3	0.00	*		75.00	*		25.00	*		12	*	
4	*	27.27		*	63.64		*	9.09		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.46	16.46		59.46	62.03		31.08	21.52		74	79	

Conclusions based on this data:

1. The performance of English Learner students is stronger in Oral Language--Listening, and Speaking.
2. The performance of English Learner students is lower in Written Language--Writing and Reading.
3. The lowest percentage of level 4 scores is in the Reading Domain. The highest percentage of level 4 scores is in the Listening Domain.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
702	**42.5**	**12.4**	**0.3**
Total Number of Students enrolled in Joe Nightingale Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	87	12.4
Foster Youth	2	0.3
Homeless	8	1.1
Socioeconomically Disadvantaged	298	42.5
Students with Disabilities	104	14.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.9
American Indian	4	0.6
Asian	7	1.0
Filipino	16	2.3
Hispanic	431	61.4
Two or More Races	27	3.8
Pacific Islander	1	0.1
White	186	26.5

Conclusions based on this data:

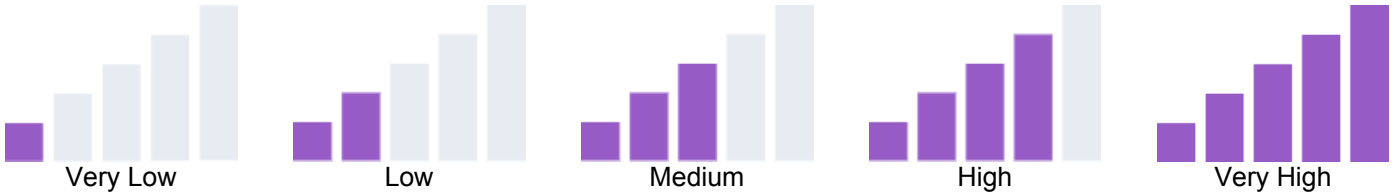
1. The total number of students in our school has been relatively stable. In 2018-2019 we had 755 students, in 2019-2020 we have 753 students.
2. There has been a small decline in the number of English Learners enrolled at our school.
3. The largest student group by race/ethnicity is the Hispanic student group in our school.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Chronic Absenteeism** Very High	**Suspension Rate** Medium
Mathematics Medium		
English Learner Progress Low		

Conclusions based on this data:

1. English Language Arts performance and Math performance have remained "green" in dashboard ratings.
2. Chronic Absenteeism rate and Suspension rate have gone to the "orange" area of the dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
9.5 points above standard	11.4 points below standard	1 Student
355 Students	64 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
5 Students	15.0 points below standard	68.5 points below standard
	151 Students	68 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 3 Students	No Performance Level 3 Students	No Performance Level 21.2 points above standard 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 6.9 points below standard 216 Students	No Performance Level 30.7 points above standard 15 Students		High 43.5 points above standard 99 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
52.4 points below standard 25 Students	14.9 points above standard 39 Students	13.6 points above standard 287 Students

Conclusions based on this data:

1. In the area of English Language Arts, no subgroup showed growth but the following groups were able to maintain their level of performance: All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, and White students.
2. Current English Learners showed a significant decline in performance in English Language Arts (down 40.8 points).

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

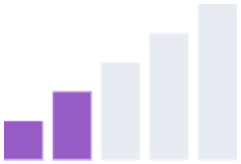
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
11.1 points below standard	33.8 points below standard	1 Student
354 Students	63 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
5 Students	38.6 points below standard	80.4 points below standard
	151 Students	67 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 3 Students	No Performance Level 3 Students	No Performance Level 19.7 points above standard 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 28.8 points below standard 215 Students	No Performance Level 24.7 points above standard 15 Students		High 19.8 points above standard 99 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
69.4 points below standard 24 Students	11.9 points below standard 39 Students	6.5 points below standard 287 Students

Conclusions based on this data:

1. In the area of Math, growth was demonstrated by the Two or More Races subgroup (35.6-point increase) and the following groups maintained their level of performance: All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, and White students.
2. In the area of Math, current English Learners and reclassified English Learners posted significant declines (down 30.1 and 20.7 points respectively).

School and Student Performance Data

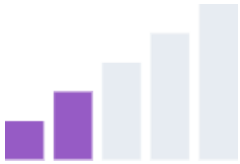
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

38.2 making progress towards English language proficiency

Number of EL Students: 55 Students

Performance Level: 2

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.3%	34.5%	0.0%	38.2%

Conclusions based on this data:

1. A majority of English Learners (53.2%) displayed satisfactory progress toward English proficiency.
2. A small percentage of English Learners (17.7%) declined one level in English proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

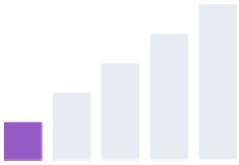
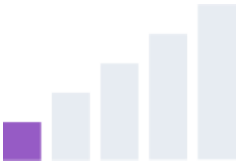
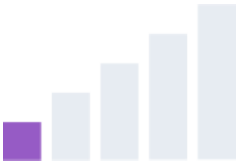
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
27.4% Chronically Absent	29.1% Chronically Absent	Less than 11 Students
749 Students	103 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	33.5% Chronically Absent	40.4% Chronically Absent
8 Students	340 Students	136 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	5.6% Chronically Absent
6 Students	5 Students	7 Students	18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	Very High
31.5% Chronically Absent	20.7% Chronically Absent	Less than 11 Students	20.1% Chronically Absent
460 Students	58 Students	1 Student	194 Students

Conclusions based on this data:

1. Of the student groups, Socioeconomic Disadvantaged and Students with Disabilities have the highest rate of chronic absenteeism (16.7% and 16.1% respectively).
2. Two subgroups improved (declined) in chronic absenteeism: Filipino students (down to 8.3%) and Two or More Races (down to 3.7%).

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

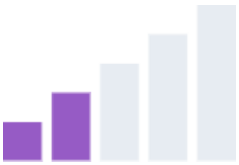
Very High	High	Medium	Low	Very Low
0	4	1	1	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
2.3% suspended at least one day	3.8% suspended at least one day	Less than 11 Students
780 Students	105 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
Less than 11 Students	3.1% suspended at least one day	4.3% suspended at least one day
8 Students	351 Students	138 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	0% suspended at least one day
6 Students	5 Students	7 Students	18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Medium	High	No Performance Level	Low
2.9% suspended at least one day	3.3% suspended at least one day	Less than 11 Students	1% suspended at least one day
476 Students	60 Students	1 Student	207 Students

Conclusions based on this data:

1. All Students, Hispanic students, and White students saw their suspension rates increase.

2. The following subgroups saw declines in suspension rate: English Learners, Students with Disabilities, and Two or More Races.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

All students and student subgroups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transitional Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.	Goal for Spring 2023 ESGI data: 80% of transitional kindergarten students meeting proficiency in "identifying lowercase letters".	Transitional Kindergarten: Percentage of students meeting proficiency in "identifying lowercase letters" Spring ESGI data - 85% of TK students were proficient in Spring 2023 (goal met)
Grades K: Percentage of students meeting proficiency as reported by Spring 2023 Acadience data.	Goal for Spring 2023 Acadience assessment: 80% of Kindergarten students will be At or Above Benchmark as measured by Acadience Reading Composite Score.	Grade K: Percentage of students meeting proficiency as reported by Spring 2023 Acadience data: 60% Kindergarten At or Above Benchmark for Reading Composite Score. (goal not met)
Grades 1-2: Percentage of students scoring "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment.	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Reading Assessment. Goal for Spring 2023: 39% First Grade 58% Second Grade	Grades 1-2: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment. 37% First Grade (goal not met) 43% Second Grade (goal not met)
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP English Language Arts Assessment.	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. Grade Level Goals: 55% Third Grade 70% Fourth Grade 69% Fifth Grade 57% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. Goals: All: 63% By Subgroup SpEd: 32% English Learner: 37% Ever-EL: 57% Low SES: 52%	Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2023 English Language Arts Assessment. 46% Third Grade (goal not met) 57% Fourth Grade (goal not met) 60% Fifth Grade (goal not met) 63% Sixth Grade (goal met) For Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2023 English Language Arts Assessment. All: 59% (goal not met) By Subgroup SpEd: 23% (goal not met) English Learner: 33% (goal not met) Low SES: 30% (goal not met)

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1) In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA Instructional time. All teachers working with Title I students will be	Teachers continued their use of district-adopted textbook programs in English/language arts (Wonders for grades K-5, Collections for grades 6-8). TOSAs focused on supporting teachers with utilization of essential components of adopted texts and with pacing. Full-day kindergarten continues to provide students valuable instruction in prereading skills. Kindergarten teachers have adopted the Heggerty Phonemic Awareness Curriculum, which sets up students for future reading success. Full-day kindergarten classes were staffed with an instructional assistant to lower adult-student ratio during core E/LA Instructional time. English Language Development (ELD) for English Learners took place in two ways. Teachers delivered designated ELD lesson using the ELD component of their E/LA texts and also assigned activities in Imagine Learning, an evidence-based online ELD curriculum. Teachers also delivered integrated ELD that made academic content in core subject areas more accessible to English Learners.	TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 1,500 Supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 4,644 Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0	TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 0 Supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 6,227.08 Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners. Provide additional materials, including technology and/or software, to supplement the California State			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies. Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2022-23 school year: "Literary and non-fiction reading, academic vocabulary in speaking and listening, intervention time block to meet individual needs in reading and fostering student engagement and social emotional wellness." (Examples: academic vocabulary, citing evidence in writing, and close reading.)			
B. PLCs/Progress Monitoring Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction. In English/language arts, PLC teams will monitor student progress by	Results of NWEA Reading testing and Acadience Reading assessments were regularly reviewed in teacher PLC meetings. NWEA results inform "focus folders" for progress monitoring and identification of students for intervention. The folders put students in four levels that show who needs intensive support, who needs monitoring, who needs enrichment and extensions, etc.	Progress Monitoring Materials/District Funded None Specified District Funded 0 Specials Teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 Substitute teachers to cover SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000	Progress Monitoring Materials/District Funded None Specified District Funded 0 Specials Teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 Substitute teachers to cover SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. The school will utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose			
C. Academic Intervention (Tier 2) Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS	SIPPS continued as the school's main reading intervention in the elementary grades. Students are identified via Acadience tests that are given to all students in grades 1-3 and to identified students in grades 4 and up. TOSAs, classroom teachers, and hourly support teachers then utilize the Acadience data to identify students for SIPPS intervention and to form SIPPS groups. SIPPS groups operate four days a week, and SIPPS teachers keep	Certificated Hourly Salaries 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 43,880 Certificated Hourly Salaries 1000-1999: Certificated Personnel Salaries Title I 21,940 Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 500 Materials for Intervention Program 4000-4999:	Certificated Hourly Salaries 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 31,830 Certificated Hourly Salaries 1000-1999: Certificated Personnel Salaries Title I 32,428 Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 500 Materials for Intervention Program 4000-4999:

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
(Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.	detailed Plan Do Study Act (PDSA) data on how students were progressing in SIPPS. Nightingale has a classroom designated for intervention, and its hourly support teachers are dedicated and professional in going about their work.	Books And Supplies Title I 2,000 Certificated Hourly Benefits 3000-3999: Employee Benefits Title I 4,859 Certificated Hourly Benefits 3000-3999: Employee Benefits LCFF - Supplemental 9,718	Books And Supplies Title I 57 Certificated Hourly Benefits 3000-3999: Employee Benefits Title I 7,182 Certificated Hourly Benefits 3000-3999: Employee Benefits LCFF - Supplemental 7,049

Analysis

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

All actions were implemented as planned during 2022-2023. SIPPS reading intervention went well, although due to the ongoing shortage of substitute teachers the school's SIPPS intervention teachers often were asked to fill in for classroom teachers. This reduced the amount of intervention provided to many students and as a result we did not have the growth in SIPPS groups that we typically see.

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

Spring 2023 CAASSP English/language arts testing (administered to students in grades 3-8) did not show the growth that we had expected and in some grade levels achievement actually declined. While E/LA proficiency continues to be notably higher than math proficiency, E/LA needs to remain a focus.

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

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

As possible, we would like to keep SIPPS teachers in place (instead of substituting for classroom teachers) so students will receive the amount of intervention time that SIPPS requires.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

All students and student subgroups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.	5% Increase in Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI data: 51% Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 80%	Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI data: 76% (goal met) Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 91% (goal met)
Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2023 NWEA data.	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Math Assessment. Goal for Spring 2023: 35% First Grade 51% Second Grade	Grades 1-2: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2023 NWEA Math Assessment. 41% First Grade (goal met) 40% Second Grade (goal not met)
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics Assessment.	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment. Goal for Spring 2023: 62% Third Grade 47% Fourth Grade 51% Fifth Grade 38% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment. All: 50% By Subgroup SpEd: 17% English Learner: 23% Ever-EL: 43% Low SES: 39%	Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics Assessment. 56% Third Grade (goal not met) 62% Fourth Grade (goal met) 49% Fifth Grade (goal not met) 46% Sixth Grade (goal met) For Grades 3-6: Percentage of students meeting or exceeding standard on the 2022 CAASPP 2023 Mathematics Assessment. All: 54% (goal not met) By Subgroup SpEd: 21% (goal not met) English Learner: 26% (goal not met) Low SES: 30% (goal not met)

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1) In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize	Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K5, CPM in grades 6-8). Zearn/Eureka Math has been utilized as supplemental curriculum in order to differentiate for students who need intervention or enrichment. Core instruction in mathematics was a districtwide focus for professional development. Two consultants, Michele Douglass (grades K-5) and Elizabeth Hammonds (grades 6-8), provided trainings and coaching for district teachers (including Nightingale teachers) throughout the school year. Themes included following an acceleration model for instruction, utilizing manipulatives such as Cuisenaire rods 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. Hammonds had teachers create "proficiency scales" for essential math standards that show what a student needs to do to meet the standard and what curriculum supports are present. TOSAs continued to support classroom	TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0 Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 2,500 None Specified None Specified Math Club and Math Super Bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 1,000 Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0	TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0 Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 0 Math Club and Math Super Bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 846.18 Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. Develop a school-wide incentive program for mastery of math concepts and facts. The school also will provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl. Establish a focus area for initial classroom instruction (Tier 1) that	teachers with implementation of the math curriculum. TOSAs offered some afterschool professional development sessions on Zearn/Eureka Math. The district's Campus Connection Childcare Program capitalized on state Expanded Learning Opportunities Program (ELO-P) funding to offer academic enrichment in math. Classroom teachers implemented an enrichment program that included included games, number talks, and manipulative activities that built number sense. The North County Math Super Bowl took place and provided a math enrichment option for students in grades 4-6. The event included a math test and a collaborative hands-on challenge. Participating students enjoyed the day and many parents came to watch the hands-on activity and awards ceremony. Nightingale's fifth-grade team won its grade level, and some Nightingale students won individual honors.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
contributes to student achievement in math for the 2022-23 school year: "Intervention time block to meet individual needs in math and fostering student engagement and social emotional wellness". (An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.)			
B. PLC/Progress Monitoring Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. The school will utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose	NWEA results in mathematics were regularly reviewed in teacher PLC meetings, and teachers utilized the data to make decisions on next steps for targeted instruction, intervention, and enrichment. The executive director of curriculum and instruction and math TOSA have been working with elementary schools on utilizing NWEA math results to create math "focus folders" for progress monitoring and identification of students for intervention. Similar to reading "focus folders" in use around the district, these folders place students in four levels that show a teacher who needs intensive support, who needs monitoring, who needs enrichment and extensions, etc. Universal Screeners for Number Sense (USNS) were piloted as a screening tool in grades K-2. These will be utilized	Specials Teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0 Substitutes for SST meetings. Expenditure Listed on Goal #1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	Specials Teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0 Substitutes for SST meetings. Expenditure Listed on Goal #1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
of providing classroom instruction that focuses on individual student academic needs based on student data. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.	more expansively in 2023-2024.		
C. Academic Intervention (Tier 2) Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math. The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for struggling math students.	Zearn/Eureka Math has continued to be teachers' primary means of differentiating instruction in math. Zearn/Eureka Math is a research-based program that is available for teachers and students in grades K-8. Zearn is the digital version that engages students online, while Eureka Math consists of downloadable resources that teachers can use in support of Zearn. These programs provide teacher guided activities and activities students can do independently.	Online Math Programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0 None Specified None Specified Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies Title I 2,274 None Specified None Specified	Online Math Programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0 Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 3,035.76

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year. The school will purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for struggling math students.			

Analysis

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

All activities were implemented as planned, and the initiative to provide math enrichment during afterschool childcare was a helpful addition. Professional development by Michele Douglass and Elizabeth Hammonds was somewhat hampered due to the lack of substitute teachers available to release teachers for the trainings.

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

Spring 2023 CAASPP results show only incremental growth in math achievement, and students in grades 3-8 generally are still performing at lower levels than they were before the pandemic. Math needs to remain a districtwide priority in 2023-2024, and additional action needs to be taken with math intervention.

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

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

In Spring 2023 it was decided to make a structural change in the elementary master schedule to afford more time for math intervention. In 2023-2024 during-school time previously allotted to weekly Tier 1 Professional Learning Community (PLC) meetings will be dedicated to math intervention provided by classroom teachers. Math "focus folders" (see description above) can show which students are in need of intensive support, and teachers can plan interventions such as pre-teaching, re-teaching, tutoring individuals, incorporating manipulatives, and more. Edmentum will replace Pathblazer as an online curriculum supplement. Schools will be piloting use of scripted math interventions such as Do the Math, a research-based program designed to support elementary students struggling with math. And math enrichment once again will be integrated into the Campus Connection Childcare Program in 2023-2024.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

All students will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 96% for “All” students.	Attendance Rates for all students 2022-2023: 93.06% (goal not met)
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 5% for “All” students and each subgroup Chronic Absenteeism Rate Goals for 2021-2022: 24.25% All Students 27.50%English Learners 30.35%Low Income Students 20.00%Foster Youth 53.33% Homeless Youth 41.15% Students with Disabilities	Chronic Absenteeism Rate 2022-2023: 23.10% All Students (goal met) 18.82% English Learners (goal met) 21.82% Low Income Students (goal met) 0% Foster Youth (goal met) 16.67% Homeless Youth (goal met) 23.15% Students with Disabilities (goal met)

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. School Culture and Communication with Students Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition. Implement a positive school attendance program including student and parent education on	Nightingale's administrators, teachers, office staff, and community liaison continued to highlight the importance of school attendance in communication to students and parents throughout the 2022-2023 school year. As possible, office staff and teachers worked to recoup attendance credit by having students work on short-term independent study assignments.	Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 1,000	Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 374.95

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.			
B. School Programming and Communication with Families Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness. Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).	Nightingale's office assistant regularly reviewed attendance data and sent out notifications and truancy letters as appropriate. Referrals were made to the local School Attendance Review Board (SARB) when needed; SARB held families accountable and worked to remove barriers to students coming to school. COVID did continue during the school year, and this caused a number of students to miss school for extended time periods.	School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0 Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0	School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0 Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0

Analysis

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

Actions listed were implemented as planned. Attendance was a priority throughout the year, although the data showed that attendance remained lower than desired.

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

The school worked diligently to promote school attendance, screen attendance data, and make truancy notifications as needed, but these actions were not enough to hold off trends that included the continuance of COVID cases and trends that had parents holding ill children out of school for longer periods.

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

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

Attendance data from 2022-2023 indicate that the district and its schools will need to shore up their efforts around attendance even more in 2023-2024. The district will run an attendance campaign in observance of Attendance Awareness Month in September. The district has rewritten its four attendance letters (for chronic absenteeism, excessive tardiness, the first truancy notification, and the second truancy notification) to remove legal language and make them more readable; additionally, these letters will be embedded in the Aeries student information system to make it easier for office assistants to send them. Principals also would like to provide more incentives for good or improved school attendance. Community liaisons can assist with incentives during their on-campus time.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
October 2022 Student and Parent Survey October 2023 Student and Parent Survey	Increase by 5% the percentage of students who indicated it was"pretty much true" or "very much true" on the following question on the student survey about caring relationships: Question: There are adults at school who... *notice when they are not there (71%) Goal for October 2023 (76%) Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on the following question on the parent survey about caring relationships and communication: Questions: At my child's school... *school staff take parent concerns seriously (73%) Goal for October 2023 (78%)	Increase by 5% the percentage of students who indicated it was"pretty much true" or "very much true" on the following question on the student survey about caring relationships: Question: There are adults at school who... *notice when they are not there (81%) Goal met Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on the following question on the parent survey about caring relationships and communication: Questions: At my child's school... *school staff take parent concerns seriously (77%) Goal not met

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Focus on Relationships and Social/Emotional Learning Teachers and schools will emphasize teacher-student relationships at the start of the school year and throughout the year. Provide services such as childcare and alternate meeting location	At the beginning of the school year, special greetings for students and families were planned by the principal and teachers. Teachers prioritize making a personal connection with each student. As possible, the district and school continued to plan special activities and learning experiences that	Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0 Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0	Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0 Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
(including virtual options) when needed. Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested. Regular lessons in social/emotional learning will be planned. The district plans to pilot and likely adopt SEE Learning during the 2022-2023 school year.	provide motivation and socialization for students. Examples include the fourth-grade swim program at the Santa Maria Valley YMCA, Outdoor School for sixth graders, academic events such as the Battle of the Books and North County Math Super Bowl, field trips, and athletics at the junior high schools. School events such as Back to School Night and Open House were well attended. Additionally, school events planned by the Parent Teacher Association (PTA) also were well attended. Families have responded to opportunities to be on campus and engage with the school. The district hired additional community liaisons to provide an added level of service to non-English-speaking families. Liaisons were required to schedule more on-campus time to increase their visibility and availability. SEE Learning was piloted in some classrooms during the 2022-2023 school year. The district has adopted SEE Learning as its social/emotional learning curriculum and it will be implemented in the 2023-2024 school year. Three district staff members have completed a year-long SEE Learning facilitator certification course that enables them		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	to train others in the curriculum.		
B. Support for Families The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The site-based community liaison will provide added services to families. The district will provide a range of parent education offerings via Zoom and other virtual platforms.	Parent Square remains an indispensable platform for school-home communication. Schools and the district can send out "blasts" that reach large groups but also can send individual messages to parents to which parents can respond. The translation capacity of Parent Square is of great assistance to non-English-speaking families. In the spring, the district hosted a Strengthening Families course for parents at Ralph Dunlap School. Put on by Fighting Back Santa Maria Valley, the course was well received. Families appreciated having an offering in Orcutt that was easily accessible. The district has diligently publicized community parent education workshops and classes. The YouthWell Collaborative of Santa Barbara County also has posted on YouTube recordings of numerous past parent workshops on a range of pertinent topics. A link to these recordings has been shared. In grades TK-6, the district implemented free childcare for unduplicated students (low-income, English Learners, foster youth, students experiencing homelessness) in association with the	Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0	Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	state's new Expanded Learning Opportunities Program (ELO-P). This was an important support for many families, and many Nightingale families benefited.		

Analysis

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

Besides SEE Learning, the action plan was implemented as planned. The school continued to prioritize making connections with students and families.

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

Families have responded enthusiastically to school events such as Back to School Night, Open House, and PTA-sponsored family nights. Turnout at these events has been high. Students and families highly value special activities such as field trips, Battle of the Books, and the North County Math Super Bowl. When parents are invited to attend, many do. These activities connect students to each other and to their school.

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

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

The district would like to plan more parent education offerings in 2023-2024. In Spring 2023, two counselors collaborated with the Ralph Dunlap School PTA on a family night entitled "Building Student Confidence." The night was well attended and well received, and it provides a model for similar events in the future. The district would like to continue hosting parent classes such as the "Strengthening Families" course hosted at Ralph Dunlap in the spring of 2023.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Maintain/decrease current suspension/expulsion rates for all students and each subgroup. 2021-2022 0% Expulsion Rate 1.81% Suspension Rate - 13 students with suspensions 2.87% Low Income 5.00% English Learners 12.50% Foster Youth 0% Special Education 0% Homeless Students 0% Hispanic/Latino 0% American Indian/Alaska Native 0% Asian 0% African American 0% White 0% Two or more races	2022-2023 0% Expulsion Rate 2.21% Suspension Rate - 16 students with suspensions (goal not met) 10.91% Low Income (goal not met) 1.18% English Learners (goal met) 0% Foster Youth (goal met) 4.63% Special Education (goal not met) 4.17% Homeless Students (goal not met) 0% Hispanic/Latino 0% American Indian/Alaska Native 0% Asian 0% African American 0% White 0% Two or more races

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. School Culture At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. Staff will revisit the school's matrix of behavioral expectations and update it as needed.	The school revisited its PBIS behavior system. The principal and staff reviewed the matrix of behavioral expectations with students at a school "passport day" and in classroom discussions. The school also reinstated its process for awarding raffle tickets to students as incentives/rewards for positive behavior. As possible, the principal and office staff tracked Office Discipline Referrals on Educlimber to see trends.	Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 1,500 Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1,500	Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 1,970.96 Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1,381.03

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs. The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the Friend Mediator Program, the library Makerspace, and the Yearbook Club. Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the Books, Robotics Team, Makerspace, Student Council, ASB leadership and activities, Friend Mediators, the North County Math Super Bowl team, and Yearbook Club.	Student activities were able to resume after being on hiatus during the pandemic. Activities and programs to resume included Battle of the Books, library makerspace, the North County Math Super Bowl, and more. The district launched a swim program for fourth graders in partnership with the Santa Maria Valley YMCA. The PTA planned school events that were well attended. All of these activities enabled students to feel a stronger affiliation with each other and their school. The district folded the state's Expanded Learning Opportunities Program (ELO-P) initiative for grades TK-6 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. This was an important service for the families of all participating students.		
B. Social/Emotional Learning and Support Regular lessons in social/emotional learning will be planned. The	As stated in the Annual Review and Update for Goal 4, the district did not adopt SEE Learning during 2022-2023. The program was piloted in	Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0	Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
district plans to pilot and likely adopt SEE Learning as an SEL curriculum during the 2022-2023 school year. Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement. Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.	several classrooms, and three district staff members took a year-long SEE Learning facilitator certification course that will qualify them to train others in the curriculum. The school year concluded with the district adopting SEE Learning as its social/emotional learning curriculum. It will be implemented in the 2023-2024 school year. The district planned some professional development pertinent to this goal. One of the districtwide professional development days focused on strengthening behavior systems, and a site-based professional development day focused on PBIS, SEE Learning, and numerous other topics. 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 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. In response to student behavioral needs, the district expanded staff available to teach and support positive behavior. By the end of 2022-2023 the district had two Board	School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0	School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	Certified Behavior Analysts (BCBAs) and six instructional assistants trained as Registered Behavior Technicians (RBTs) (one at each of the five Orcutt-area elementary sites and one shared by the two junior high schools) who work under the supervision of the BCBAs. Teachers and administrators believe the extra support has benefited students.		

Analysis

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

All actions save SEE Learning were implemented. As described above, the district did take the needed steps toward adopting SEE Learning as its 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.

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

Although the school was diligent about prioritizing relationships and helping students bond with each other and their school, we still experienced levels of misbehavior well in excess of what we had prior to the pandemic. Suspensions and severe behavior did not decline as expected, and considerable amounts of staff time, energy, and focus needed to be spent on student behavior.

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

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

Supporting positive student behaviors remains an important goal. Sound Tier 1 practices (strong teacher-student rapport, good classroom management, social/emotional learning, etc.) need to be coupled with sound Tier 2 practices (access to counseling for targeted support, Check In/Check Out, and specific instruction in targeted skills) so as to prevent severe behaviors. The district's Special Education Department is working on finalizing a Behavioral MTSS (Multi-Tiered System of Supports) Plan that will guide efforts in this area.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Performance: English Language Arts

Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, COVID related absences for the 2022-2023 school year impacted student achievement and preparedness for rigorous content of the current school year. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transitional Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.	Transitional Kindergarten: Percentage of students meeting proficiency in "identifying lowercase letters" Spring ESGI data - 85% of TK students were proficient in Spring 2023	Goal for Spring 2024 ESGI data: 90% of transitional kindergarten students meeting proficiency in "identifying lowercase letters".
Grades K: Percentage of students meeting proficiency as reported by Spring 2023 Acadience data.	Grade K: Percentage of students meeting proficiency as reported by Spring 2023 Acadience data: 60% Kindergarten At or Above Benchmark for Reading Composite Score.	Goal for Spring 2024 Acadience assessment: 80% of Kindergarten students will be At or Above Benchmark as measured by Acadience Reading Composite Score.
Grades 1-2: Results from Spring 2023 NWEA results for 1st-2nd grade students.	Grades 1-2: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment. 37% First Grade 43% Second Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Reading Assessment. Goal for Spring 2024: 42% First Grade 48% Second Grade

Metric/Indicator	Baseline	Expected Outcome
Grades 3-6: Results from Spring 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2023 English Language Arts Assessment. 46% Third Grade 57% Fourth Grade 60% Fifth Grade 63% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2023 English Language Arts Assessment. All: 59% By Subgroup SpEd: 23% English Learner: 33% Low SES: 30%	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP English Language Arts Assessment. Grade Level Goals: 51% Third Grade 62% Fourth Grade 65% Fifth Grade 68% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP English Language Arts Assessment. Goals: All: 64% By Subgroup SpEd: 28% English Learner: 38% Low SES: 35%

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA Instructional time.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.
The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.

Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.

Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2023-24 school year: "Literary and non-fiction reading, academic vocabulary in speaking and listening, intervention time block to meet individual needs in reading and fostering student engagement and social emotional wellness." (Examples: academic vocabulary, citing evidence in writing, and close reading.)

Students to be Served by this Strategy/Activity

All Students, Title 1 Students, English Learners, Students with disabilities

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA salaries and benefits/District Funded
Amount	3,000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development Cost of workshops, conferences, consultants, substitutes
Amount	20,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental curriculum materials, technology, and STAR reading assessment
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

Strategy/Activity 2

B. PLCs/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

The school will utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Progress Monitoring Materials/District Funded

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide PLC meeting time/District Funded

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers to cover SST meetings

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.

Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, Teachers, Staff, Students

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Amount	71,280
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries
Amount	3,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program
Source	None Specified
Budget Reference	None Specified
Amount	9,775
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Certificated Hourly Benefits
Amount	6,857
Source	LCFF - Supplemental

Budget Reference	3000-3999: Employee Benefits
Description	Certificated Hourly Benefits

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance: Mathematics

Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include Mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency as reported by Spring 2024 ESGI data.	Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI data: 76% Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 91%	5% Increase in Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI data: 81% Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 96%
Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2024 NWEA data.	Grades 1-2: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2023 NWEA Math Assessment. 41% First Grade 40% Second Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Math Assessment. Goal for Spring 2024: 46% First Grade 45% Second Grade
Grades 3-6: Percentage of students meeting or exceeding standard on 2024 CAASPP Mathematics Assessment.	Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics Assessment. 56% Third Grade 62% Fourth Grade 49% Fifth Grade	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP Mathematics Assessment. 61% Third Grade 67% Fourth Grade 54% Fifth Grade

Metric/Indicator	Baseline	Expected Outcome
	46% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard on the 2022 CAASPP 2023 Mathematics Assessment. All: 54% By Subgroup SpEd: 21% English Learner: 26% Low SES: 30%	51% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP Mathematics Assessment. All: 59% By Subgroup SpEd: 26% English Learner: 31% Low SES: 35%

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8.

The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

Develop a school-wide incentive program for mastery of math concepts and facts. The school also will provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl.

Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2023-24 school year: "Intervention time block to meet individual needs in math and fostering student engagement and social emotional wellness".
(An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.)

Students to be Served by this Strategy/Activity

All Students, Title 1 Students, Students with Disabilities, English Learners

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal
Amount	6,000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development Cost of workshops, conferences, consultants, substitutes
Source	None Specified
Budget Reference	None Specified
Amount	3,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Math Club and Math Super Bowl team supplies. Math incentives.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

Strategy/Activity 2

B. PLC/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

Teachers will be utilizing NWEA MAP Growth math results and the Universal Screener for Number Sense (USNS) to create math focus folders for progress monitoring and identification of students for intervention. Similar to reading focus folders in use around the district, these folders place students in four levels that show a teacher who needs intensive support, who needs monitoring, who needs enrichment and extensions.

Teachers will attend Student Success Team meetings with parents to address these needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide time for PLC meetings/district funded
Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for SST meetings. Expenditure Listed on Goal #1

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.

The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for struggling math students.

Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.

The school will purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for struggling math students.

Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Online Math Programs for Math Intervention and Support/District Funded
Source	None Specified
Budget Reference	None Specified
Amount	3,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Online Math programs for Math Intervention and Support
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Engagement: Chronic Absenteeism

Goal Statement

All students will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

LCAP Goal

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

Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance Rates for all students 2022-2023: 93.06%	Increase attendance rate to 96% for “All” students.
Chronic Absenteeism Rate	Chronic Absenteeism Rate 2022-2023: 23.10% All Students 18.82%English Learners 21.82%Low Income Students 0%Foster Youth 16.67% Homeless Youth 23.15% Students with Disabilities	Decrease Chronic Absenteeism by 5% for “All” students and each subgroup Chronic Absenteeism Rate Goals for 2023-2024: 18.10% All Students 13.82%English Learners 16.82%Low Income Students 0%Foster Youth 11.67% Homeless Youth 18.15% Students with Disabilities

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance.

Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards. Perfect attendance extra recess each month.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice Principal, Teachers, Staff, Parents, Students

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Incentives

Strategy/Activity 2

B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.

Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

Students to be Served by this Strategy/Activity

Students identified as chronically absent

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, Teachers, Staff, Parents

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Supportive Learning Environments/Family Engagement

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

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

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student and Parent Survey	Results from the October 2023 Parent and student survey: Student survey: There are adults at school who... *really care about them (81%) 82% *notice when they are not there (71%) 81% *listen to them when they have something to say (78%) 82% *are there for them when they have a problem or concern (78%) 81% *believe they will be a success (84%) 82% Parent survey: At my child's school... *school staff communicate with parents about what is happening at the school (81%) 89% *teachers communicate with parents about what students are expected to learn (87%) 91% *parents feel welcome to be involved in the school (78%) 82%	Increase by 5% the percentage of students who indicated it was"pretty much true" or "very much true" on the following question on the student survey about caring relationships: Question: There are adults at school who... *notice when they are not there (81%) Goal for October 2024 (86%) Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on the following question on the parent survey about caring relationships and communication: Questions: At my child's school... *school staff take parent concerns seriously (77%) Goal for October 2024 (82%)

Metric/Indicator	Baseline	Expected Outcome
	*there is someone at school to talk to about a problem or concern (82%) 88% *school staff take parent concerns seriously (73%) 77	

Planned Strategies/Activities

Strategy/Activity 1

A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the start of the school year and throughout the year.

Provide services such as childcare and alternate meeting location (including virtual options) when needed.

Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.

Regular lessons in social/emotional learning will be planned. The district plans to pilot and likely adopt SEE Learning during the 2022-2023 school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice Principal, Teachers, Bilingual Community Liaisons, Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings
Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies

Description	Social Emotional Curriculum for weekly lessons

Strategy/Activity 2

B. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The site-based community liaison will provide added services to families.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-principal, Teachers, Office Staff, Technology Department

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Conditions & Climate: Suspension Rate

Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

LCAP Goal

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

Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	2022-2023 0% Expulsion Rate 2.21% Suspension Rate - 16 students with suspensions 10.91% Low Income 1.18% English Learners 0% Foster Youth 4.63% Special Education 4.17% Homeless Students 0% Hispanic/Latino 0% American Indian/Alaska Native 0% Asian 0% African American 0% White 0% Two or more races	Maintain/decrease current suspension/expulsion rates for all students and each subgroup.

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2023-2024. Staff will revisit the school's matrix of behavioral expectations and update it as needed. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the Friend Mediator Program, the library Makerspace, and the Yearbook Club.

Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Assemblies, Art Club, Battle of the Books, Robotics Team, Makerspace, Student Council, ASB leadership and activities, Noon League Sports Activities, Friend Mediators, the North County Math Super Bowl team, Garden Club, and Yearbook Club.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-principal, Leadership Team, PBIS Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Materials and supplies for performances, events, and activities to support extracurricular activities
Amount	5,646
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program

Strategy/Activity 2

B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned. The district plans to pilot and likely adopt SEE Learning as an SEL curriculum during the 2022-2023 school year. Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Curriculum/District Funded

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School Site Counselor/District Funded

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	168,558.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	81,055	0.00
LCFF - Supplemental	87,503	0.00
Other	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	87,503.00
Title I	81,055.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	73,280.00
2000-2999: Classified Personnel Salaries	0.00
3000-3999: Employee Benefits	16,632.00
4000-4999: Books And Supplies	39,646.00
5000-5999: Services And Other Operating Expenditures	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	6,857.00
4000-4999: Books And Supplies	LCFF - Supplemental	39,646.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	9,000.00
1000-1999: Certificated Personnel Salaries	Title I	71,280.00
3000-3999: Employee Benefits	Title I	9,775.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kate McInerney	Principal
Shannon Lopez	Classroom Teacher
Lisa Cooper	Classroom Teacher
Suzi Rhyne	Classroom Teacher
Mary Cortez	Other School Staff
Jesse Freeman	Parent or Community Member
Jerid Anderson	Parent or Community Member
Katherine Morales	Parent or Community Member
Steve Mahr	Parent or Community Member
Tony Cowans	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/18/2023.

Attested:

Principal, Kate McInerney on 10/18/2023

SSC Chairperson, Jesse Freeman on 10/18/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2023-24**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Olga L. Reed School
Address	480 Centennial Street, P.O. Box 318 Los Alamos, CA 93440
County-District-School (CDS) Code	42-69237-6045702
Principal	Jared Banks
District Name	Orcutt Union School District
SPSA Revision Date	October 19, 2023
Schoolsite Council (SSC) Approval Date	October 19, 2023
Local Board Approval Date	November 8, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The School Vision

Every child is prepared, encouraged, and inspired to reach his or her potential.

The Mission

To provide every student a high-quality learning environment and the tools needed to be a lifelong learner and a responsible citizen.

The Expectations

- Students achieve or exceed grade level expectations
- Students are inspired to be lifelong learners
- Students think critically and creatively to solve problems independently and cooperatively
- Students maintain high standards of performance
- Students use technology to gather, utilize, and exchange information
- Students demonstrate responsibility and respect for others and their surroundings
- Students realize and understand their personal potential
- The school provides a safe, clean, and stimulating environment
- School staff are nurturing, creative, and inspirational, and also serve as role models for students
- School meets and exceeds educational requirements
- School maintains a constant review of the educational process and implement changes needed
- Parents or guardians are partners in the teaching and learning process
- Parents or guardians are knowledgeable in what the child is experiencing at school
- Parents or guardians understand and support what is expected of the child at school

School Profile

Olga L. Reed School is a rural, TK-8 school with 152 students as of this writing. The school is a centerpiece of the small community of Los Alamos. Most parents work on the farms, ranches, and vineyards of Los Alamos, the nearby Santa Ynez Valley, and the Santa Maria Valley. The school plays a prominent role in community events such as the annual Old Days Celebration in late September and community initiatives such as the establishment of a community library on campus. In turn, the community appreciates being able to attend school events such as the Harvest Festival and eighth-grade promotion. The Los Alamos Community Library occupies a corner of the school site and is open to school families and the community four weekday afternoons and all day on Saturday.

From its inception until July 2011, Olga Reed was the lone school in the Los Alamos School District. In July 2011, the school and district were assimilated into the larger Orcutt Union School District. The 2023-2024 school year is Olga Reed's 13th year with Orcutt.

For Olga Reed, this school year marks the ninth year of sharing a campus with the Orcutt Academy's TK-8 program. OA has 140 students in grades TK-8, and it occupies six rooms of the Los Alamos campus. OA has a separate program and a separate daily schedule, but it shares recess and lunchtime and programs such as physical education and classroom music and art with Olga Reed. In addition, the two schools' separate Parent Teacher Student Association (PTSA) units collaborate on school events such as a Harvest Festival in October, a Family Movie Night, and a Staff Appreciation Luncheon. Olga Reed and OAK-8 are sharing an office, with an office manager and an office assistant serving both schools.

Olga Reed has a predominantly Hispanic student body with significant socioeconomic need. Of the 152 students enrolled for 2023-2024, 39.1% are English Learners, 15.9% are Special Education students, and 91.4% are socioeconomically disadvantaged.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school social media accounts, the school website, and the ParentSquare on-line program. Opportunities to serve on committees include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Student Association (PTSA), and School Site Council.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at a School Leadership Team meeting on August 28, 2023. The meeting agenda included a thorough review of NWEA data and California School Dashboard ratings and additional districtwide and schoolwide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff at the staff meeting of September 20, 2023 and from English Learner Advisory Council parents on October 3, 2023.

The School Site Council met to edit and approve a draft of the SPSA on October 3, 2023. Members reviewed progress toward previous goals, school goals, and action plans to meet the goals.

The SPSA was approved by the School Site Council on October 19, 2023.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.6%	1.64%	1.78%	3	3	3
African American	0.5%	0.55%	0%	1	1	0
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	81.8%	82.51%	82.84%	153	151	140
Pacific Islander	%	%	0%		0	0
White	14.4%	12.57%	13.02%	27	23	22
Multiple/No Response	1.6%	2.19%	1.78%	3	4	3
			Total Enrollment	187	183	169

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	17	19	20
Grade 1	16	18	13
Grade 2	22	16	16
Grade3	27	24	16
Grade 4	22	26	24
Grade 5	14	21	26
Grade 6	27	11	18
Grade 7	22	26	13
Grade 8	20	22	23
Total Enrollment	187	183	169

Conclusions based on this data:

1. Olga Reed's student enrollment is declining slightly each year, with incoming Transitional Kindergarten and kindergarten students not exceeding the number of graduating eighth graders each year. Anecdotally, school staff are hearing that home prices in Los Alamos are rising to levels too expensive for working families. Additionally, no new developments are planned for Los Alamos that are likely to attract families with school-age children.

2. The Hispanic subgroup is growing. This validates the school's efforts to plan outreach to families through the community liaison and activities such as the schoolwide Cinco de Mayo Celebration that embrace HIspanic culture.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	88	78	70	47.1%	42.6%	41.4%
Fluent English Proficient (FEP)	25	28	26	13.4%	15.3%	15.4%
Reclassified Fluent English Proficient (RFEP)	12			13.6%		

Conclusions based on this data:

1. Olga Reed's English Learner subgroup has remained constant at nearly 50 percent of the student population. This validates the school's efforts with English Language Development (ELD), especially time designated for designated ELD.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	23	24	15	0	24	15	0	24	15	0.0	100.0	100.0
Grade 4	21	27	23	0	27	23	0	27	23	0.0	100.0	100.0
Grade 5	12	18	25	0	18	25	0	18	25	0.0	100.0	100.0
Grade 6	24	11	19	0	11	19	0	11	19	0.0	100.0	100.0
Grade 7	21	24	13	0	24	13	0	24	13	0.0	100.0	100.0
Grade 8	19	22	23	0	22	23	0	22	23	0.0	100.0	100.0
All Grades	120	126	118	0	126	118	0	126	118	0.0	100.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2367.	2348.		4.17	0.00		8.33	20.00		45.83	20.00		41.67	60.00
Grade 4		2386.	2428.		7.41	17.39		3.70	8.70		25.93	21.74		62.96	52.17
Grade 5		2404.	2467.		5.56	8.00		5.56	36.00		5.56	12.00		83.33	44.00
Grade 6		2572.	2467.		18.18	5.26		63.64	10.53		18.18	36.84		0.00	47.37
Grade 7		2541.	2605.		25.00	23.08		20.83	46.15		33.33	30.77		20.83	0.00
Grade 8		2564.	2565.		13.64	17.39		36.36	34.78		36.36	30.43		13.64	17.39
All Grades	N/A	N/A	N/A		11.90	11.86		19.05	25.42		29.37	24.58		39.68	38.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		6.35	9.32		61.90	55.08		31.75	35.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		14.29	14.41		54.76	58.47		30.95	27.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		9.52	12.71		70.63	69.49		19.84	17.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		8.73	14.41		65.08	65.25		26.19	20.34

Conclusions based on this data:

1. Analysis of CAASPP ELA results from 2021-2023 shows student achievement in English/language arts increased from 31% standard met or exceeded in 2021-2022, to 37% standard met or exceeded in 2022-2023. All grade levels except sixth grade made gains in proficiency. This is a notable accomplishment and validates staff's efforts with initial classroom instruction and reading intervention.
2. Standard met or exceeded percentage generally rises as the grade levels progress. By seventh and eighth grades, standard met or exceeded in E/LA has risen to 69 and 52 percent respectively.
3. Analysis of CAASPP ELA results from 2022-2023 shows of the sub-areas within English/language arts, the highest is Listening (82% near, met, or exceeding standard) and the lowest is Reading (64% near, met, or exceeding

standard). Research and Inquiry sub area showed the most significant growth in performance from 74% near, met, or exceeding standard in 2021-2022, to 80% near, met, or exceeding standard in 2022-2023. The instructional area showing the highest percentage of students scoring below standard is Reading (36% below standard). Reading will continue to be an area of focus during the 2023-2024 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	23	24	15	0	24	15	0	24	15	0.0	100.0	100.0
Grade 4	21	27	23	0	27	23	0	27	23	0.0	100.0	100.0
Grade 5	12	18	25	0	18	25	0	18	25	0.0	100.0	100.0
Grade 6	24	11	19	0	11	19	0	11	19	0.0	100.0	100.0
Grade 7	21	24	13	0	24	13	0	24	13	0.0	100.0	100.0
Grade 8	19	22	23	0	22	23	0	22	23	0.0	100.0	100.0
All Grades	120	126	118	0	126	118	0	126	118	0.0	100.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2371.	2397.		0.00	6.67		16.67	20.00		16.67	26.67		66.67	46.67
Grade 4		2404.	2428.		3.70	4.35		7.41	8.70		33.33	56.52		55.56	30.43
Grade 5		2376.	2447.		0.00	4.00		5.56	12.00		22.22	28.00		72.22	56.00
Grade 6		2552.	2432.		9.09	5.26		27.27	5.26		54.55	15.79		9.09	73.68
Grade 7		2480.	2596.		0.00	23.08		29.17	38.46		20.83	30.77		50.00	7.69
Grade 8		2523.	2531.		9.09	13.04		31.82	21.74		13.64	21.74		45.45	43.48
All Grades	N/A	N/A	N/A		3.17	8.47		19.05	16.10		24.60	30.51		53.17	44.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		5.56	10.17		42.86	48.31		51.59	41.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		7.14	5.08		42.86	50.00		50.00	44.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		3.97	8.47		61.90	60.17		34.13	31.36

Conclusions based on this data:

1. Analysis of CAASPP Mathematics results from 2021-2023 shows student achievement in Mathematics increased from 22% standard met or exceeded in 2021-2022, to 25% standard met or exceeded in 2022-2023. All grade levels except sixth and eighth grade made gains in proficiency. This is a step in the right direction and validates staff's efforts with classroom instruction and focused efforts on essential standards.
2. As with E/LA, math standard met or exceeded generally rises as the grade levels progress. By seventh and eighth grades, proficiency stands at 62 and 34 percent respectively.
3. Analysis of CAASPP Mathematics results from 2022-2023 shows of the sub-areas within Mathematics, the highest is Communicating Reasoning (69% near, met, or exceeding standard) and the lowest is Problem Solving and Modeling & Data Analysis (55% near, met, or exceeding standard). All sub areas showed growth, with the most significant growth in the sub area concepts and procedures increasing from 48% near, met, or exceeding standard in 2021-2022, to 58% near, met, or exceeding standard in 2022-2023. The instructional area showing the highest percentage of students scoring below standard is Problem Solving and Modeling & Data Analysis (45% below standard). This will be an area of focus during the 2023-2024 school year as we adapt common formative assessments to address this area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		6	9	
1	*	*		*	*		*	*		7	5	
2	1491.3	*		1496.3	*		1485.6	*		12	7	
3	1474.9	*		1486.5	*		1462.8	*		13	10	
4	1500.3	1489.2		1511.6	1489.6		1488.5	1488.5		11	13	
5	*	*		*	*		*	*		*	10	
6	*	*		*	*		*	*		9	*	
7	*	*		*	*		*	*		8	9	
8	*	*		*	*		*	*		5	8	
All Grades										74	74	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	16.67	*		58.33	*		25.00	*		0.00	*		12	*	
3	0.00	*		7.69	*		92.31	*		0.00	*		13	*	
4	9.09	0.00		45.45	30.77		36.36	69.23		9.09	0.00		11	13	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	12.16	16.22		47.30	45.95		36.49	35.14		4.05	2.70		74	74	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	25.00	*		41.67	*		33.33	*		0.00	*		12	*	
3	7.69	*		92.31	*		0.00	*		0.00	*		13	*	
4	27.27	0.00		54.55	69.23		18.18	30.77		0.00	0.00		11	13	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	28.38	29.73		52.70	55.41		16.22	13.51		2.70	1.35		74	74	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	0.00	*		50.00	*		50.00	*		0.00	*		12	*	
3	0.00	*		0.00	*		46.15	*		53.85	*		13	*	
4	0.00	0.00		9.09	7.69		45.45	53.85		45.45	38.46		11	13	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	5.41	6.76		29.73	27.03		40.54	48.65		24.32	17.57		74	74	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	25.00	*		75.00	*		0.00	*		12	*	
3	7.69	*		76.92	*		15.38	*		13	*	
4	27.27	23.08		54.55	76.92		18.18	0.00		11	13	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	20.27	27.03		70.27	67.57		9.46	5.41		74	74	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	58.33	*		41.67	*		0.00	*		12	*	
3	53.85	*		46.15	*		0.00	*		13	*	
4	72.73	7.69		27.27	92.31		0.00	0.00		11	13	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	59.46	48.65		37.84	47.30		2.70	4.05		74	74	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	25.00	*		66.67	*		8.33	*		12	*	
3	0.00	*		46.15	*		53.85	*		13	*	
4	0.00	0.00		45.45	30.77		54.55	69.23		11	13	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	12.16	8.11		59.46	55.41		28.38	36.49		74	74	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	0.00	*		91.67	*		8.33	*		12	*	
3	0.00	*		61.54	*		38.46	*		13	*	
4	0.00	7.69		72.73	76.92		27.27	15.38		11	13	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	2.70	13.51		79.73	81.08		17.57	5.41		74	74	

Conclusions based on this data:

1. Because Olga Reed is a small school, English Learners come in statistically insignificant numbers even though they represent nearly 50 percent of the school's population. It is difficult to draw inferences from this data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
183	**84.7**	**42.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Olga L. Reed School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	78	42.6
Foster Youth		
Homeless	3	1.6
Socioeconomically Disadvantaged	155	84.7
Students with Disabilities	20	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.5
American Indian	3	1.6
Asian		
Filipino		
Hispanic	151	82.5
Two or More Races	4	2.2
Pacific Islander		
White	23	12.6

Conclusions based on this data:

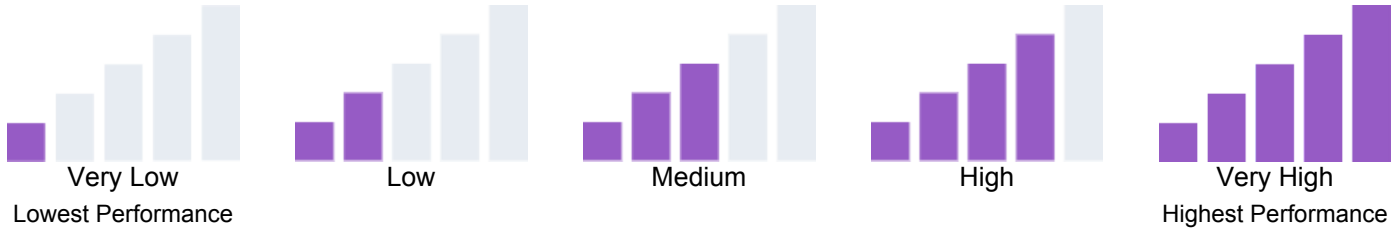
1. The school's percentages of students who are socioeconomically disadvantaged, English Learners, and/or students with disabilities have remained notably stable in the past three years.
2. The percentages of unduplicated students by ethnicity closely mirror the school's ethnic composition.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. Overall Academic Performance in ELA was 37% Met or Exceeding Standard in the Spring of 2023. This is an increase from the results of the 2021-2022 school year (31% Met or Exceeding Standard in the Spring of 2022). Overall performance in ELA for all subgroups continues to be a goal for this school year.

Overall Academic Performance in Mathematics was 25% Met or Exceeding Standard in the Spring of 2023. This is an increase from the results of the 2021-2022 school year (22% Met or Exceeding Standard in the Spring of 2022). Overall performance in Mathematics for all subgroups continues to be a goal for this school year.

2. School-wide attendance for the 2022-2023 school year was a rate of 93%. Sickness and home factors have influenced absenteeism. Increasing overall attendance is a goal for this school year.

3. Suspension rates for the 2022-2023 school year was 4%. Achieving and maintaining a low (2% or less) suspension rate continues to be a goal for this school year.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

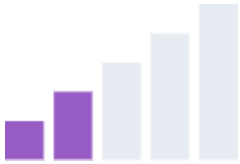
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

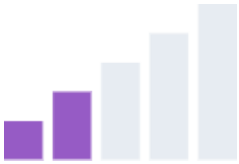
2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Low
43.6 points below standard
124 Students

English Learners

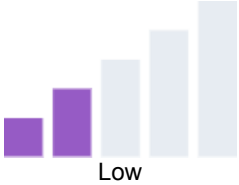


Low
49.6 points below standard
75 Students

Foster Youth

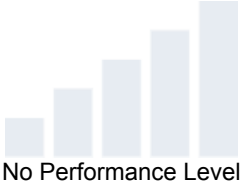
Homeless

Socioeconomically Disadvantaged

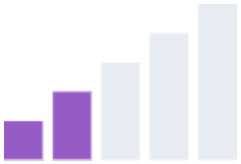


Low
54.4 points below standard
107 Students

Students with Disabilities



No Performance Level
41.8 points below standard
13 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 46.2 points below standard 110 Students	No Performance Level 2 Students		No Performance Level 9 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.4 points below standard	31.1 points above standard	43.7 points below standard
49 Students	26 Students	46 Students

Conclusions based on this data:

1. No significant equity gaps can be seen between the performance of all students and the performance of subgroups. Additionally, although growth was made, the school as a whole and all subgroups are performing "below standard." The school needs to continue its focus on English/language arts.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

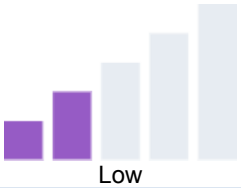
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
79.5 points below standard	87.3 points below standard	
124 Students	75 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	No Performance Level
	86.0 points below standard	101.5 points below standard
	107 Students	13 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 81.1 points below standard 110 Students	No Performance Level 2 Students		No Performance Level 9 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.4 points below standard 49 Students	38.0 points below standard 26 Students	76.0 points below standard 46 Students

Conclusions based on this data:

1. As with English/language arts, no significant equity gaps can be seen between the performance of all students and the performance of subgroups. Additionally, although growth was made, the school as a whole and all subgroups are performing well "below standard." Staff believe students can benefit from continued emphasis on math essential standards. Staff will continue to track student acquisition of essential standards (with this being the first full year of data tracking implementation).

School and Student Performance Data

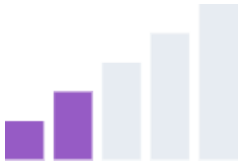
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

39.1 making progress towards English language proficiency

Number of EL Students: 64 Students

Performance Level: 2

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.6%	34.4%	1.6%	37.5%

Conclusions based on this data:

1. Overall, English Learners (EL) are making progress. 34% of English Learners maintained the current level.
2. Overall, English Learners (EL) are making progress. 38% of English Learners progressed at least one level.
3. Continued access to challenging text (Wonders, Collections, English 3D) and imagine learning supports will increase opportunities for EL students to grow academically in English Language Arts.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
38% Chronically Absent	21.8% Chronically Absent	Less than 11 Students
187 Students	78 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	No Performance Level
Less than 11 Students	36.8% Chronically Absent	40.9% Chronically Absent
4 Students	163 Students	22 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 3 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 35.1% Chronically Absent 151 Students	No Performance Level Less than 11 Students 6 Students		No Performance Level 44% Chronically Absent 25 Students

Conclusions based on this data:

1. Of the student groups, Socioeconomically Disadvantaged and Students with Disabilities have the highest rate of chronic Absenteeism (37% and 41%)
2. The English Learner subgroup has the lowest percentage of chronic absenteeism at 22%.
3. The All Students group has a chronic absenteeism rate of 38% (Very High). Continued improvement in attendance and reducing chronic absenteeism for all students will be a focus area for the 2023-2024 school year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

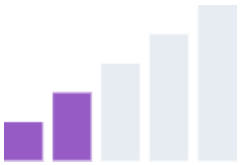
Very High	High	Medium	Low	Very Low
0	2	1	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
4.7% suspended at least one day	2.6% suspended at least one day	Less than 11 Students
190 Students	78 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	No Performance Level
Less than 11 Students	4.9% suspended at least one day	13.6% suspended at least one day
5 Students	164 Students	22 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 3 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 5.2% suspended at least one day 153 Students	No Performance Level Less than 11 Students 6 Students		No Performance Level 0% suspended at least one day 26 Students

Conclusions based on this data:

1. Data indicates our Socioeconomically Disadvantaged subgroup and Students with Disabilities subgroup (No Performance Level Assigned) have the highest rate of suspension (5% and 14%)
2. Continued effort to engage parents and examine school structure for addressing student behavior will have a positive impact in suspension rates for all students moving forward.
3. Overall suspension rate for the 2022-2023 school year was 4%. Achieving and maintaining a low (2% or less) suspension rate continues to be a goal for this school year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transitional Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.	Goal for 2023: 80% of transitional kindergarten students meeting proficiency in "identifying lowercase letters" measured by spring 2023 ESGI data.	The percent of TK students meeting proficiency in "identifying lowercase letters" measured by spring 2023 ESGI data was 100%. This goal was met.
Grade K: % of students scoring "At or Above Benchmark" as reported by Spring 2023 Acadience Reading Composite Score.	Goal for 2023: 70% of Kindergarten students will score "At or Above Benchmark" as measured by Acadience Reading Composite Score	The percent of Kindergarten students scoring "At or Above Benchmark" as measured by Acadience Reading Composite Score was 88%. This goal was met
Grades 1-2: % of students scoring "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment.	Goal for 2023: The % of grade 1 and 2 students scoring "Hi Avg" or "Hi" on the Spring 2023 NWEA Reading Assessment will increase by 10%: Grade 1: 22% Grade 2: 36%	The percent of grade 1 and 2 students scoring "Hi Avg" or "Hi" on the Spring 2023 NWEA Reading Assessment was: Grade 1: 28% - Goal met. Grade 2: 36% - Goal met.
Grades 3-8: % of students meeting or exceeding standard on the CAASPP 2023 English Language Arts Assessment.	Goal for 2023: The % of students meeting or exceeding standard on the 2023 CAASPP English Language Arts Assessment will increase by 10% for grades 3-5, 5% for grades 7 and 8, and maintain for grade 6. Grade 3: 22% Grade 4: 20% Grade 5: 20% Grade 6: 81% Grade 7: 49% Grade 8: 54%	The percent of students meeting or exceeding standard on the 2023 CAASPP English Language Arts Assessment was: Grade 3: 20% - Goal not met. Grade 4: 26% - Goal met. Grade 5: 44% - Goal met. Grade 6: 16% - Goal not met. Grade 7: 69% - Goal met. Grade 8: 52% - Goal not met.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1) In grades TK-8, teachers will continue to refine their	In grades TK-8, teachers continued to refine their use of the adopted textbooks aligned with the California State Standards	TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0	TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA Instructional time. TK classes will be staffed with a full time Instructional Assistant support to lower adult-student ratio All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other	in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers continued to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) continued to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Full day kindergarten classes were staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA Instructional time. TK classes were staffed with full time Instructional Assistant support to lower adult-student ratio All teachers working with Title I students were supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities were provided by the TOSAs and through other professional growth opportunities. The TOSA team provided support for identification	Professional development (cost of workshops, conferences, consultants, substitutes) 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 2,000 Supplemental curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 1,000 Implementation of full-day kindergarten, including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0	Professional development (cost of workshops, conferences, consultants, substitutes) 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0 Supplemental curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 1084.24 Full day kindergarten was implemented with instructional assistants. 2000-2999: Classified Personnel Salaries District Funded 0 Supplemental materials and technology 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 8705.87

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners. Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom and utilize STAR reading assessment data to inform instruction and drive conversations centered around student	of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups TOSAs supported teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA specialized in the Wonders curriculum for grades K-5. One TOSA specialized in English Language Development (ELD) for English Learners. Additional materials were provided, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom to inform instruction and drive conversations centered around student learning and instructional strategies. Established focus area for initial classroom instruction (Tier 1) that contributed to student achievement in E/LA for		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
learning and instructional strategies. Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2022-23 school year: "Academic Vocabulary"	the 2022-23 school year: "Academic Vocabulary"		
B. PLC/Progress Monitoring Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction. In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students.	Teachers met weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers analyzed data, discuss targeted instruction, unpacked essential standards, designed common formative assessments, reviewed PDSAs, and planned collaboratively for instruction. In English/language arts, PLC teams monitored student progress by regularly reviewing and analyzing assessment data. Metrics to help with this included common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment. Teachers utilized data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers attended Student Success Team	Progress Monitoring Materials/District Funded None Specified District Funded 0 Specials teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000	Progress Monitoring Materials/District Funded None Specified District Funded 0 Specials teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0 Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.	meetings with parents to address these needs. The Music, Art, and P.E. programs were utilized to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focused on individual student academic needs based on student data.		
C. Academic Intervention (Tier 2) Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2) Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy	Through the PLC process, teacher teams identified students in need of targeted academic intervention. Identified students received support through on-site interventions provided by the classroom teacher and teacher teams. Additionally, hourly support teachers continued to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2) Intervention classes were offered (30-minute blocks, 4 days per week) for the area of reading. Identified students received targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs provided support for identification of and training in effective, research-based	Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 18,167 Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 30,227 Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 1,000 Materials for Intervention Program 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 1,000 ASES Program (director and homework coaches) 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 182,385	Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 32,573.30 Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 26,497.39 Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 2525.59 Materials for Intervention Program 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 396.52 ASES Program (director and homework coaches) 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 142,112.43

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. The ASES Program will be available after school to provide academic support to students.	interventions for at risk students. Increased education opportunities were provided: Before/After school tutoring with one of our certificated teachers throughout the school year. The ASES Program and community library tutor support was available after school to provide academic support to students.		ASES Program Materials and Supplies 4000-4999: Books And Supplies After School and Education Safety (ASES) 37,487.10

Analysis

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

All actions were implemented as planned during 2022-2023. SIPPS reading intervention went well, although due to the ongoing shortage of substitute teachers the school's SIPPS intervention teachers often were asked to fill in for classroom teachers. This reduced the amount of intervention provided to many students and as a result we did not have the growth in SIPPS groups that we typically see.

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

Spring 2023 CAASSP English/language arts testing (administered to students in grades 3-8) did not show the growth that we had expected in all grade levels, and in one grade level achievement actually declined. While English Language Arts and Reading proficiency continues to be higher than math proficiency, English Language Arts and Reading needs to remain a focus.

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

Staffing the ASES program proposed a challenge. Materials were purchased to help support various opportunities and supplies to engage students and provide diverse learning opportunities. Additional ACAD funds were used to support additional intervention teachers and and intervention materials and supplies. Additional Title 1 funds were used to integrate innovative technologies into the classroom to support engagement and learning of Title 1 students.

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

As possible, we would like to keep SIPPS teachers in place (instead of substituting for classroom teachers) so students will receive the amount of intervention time that SIPPS requires.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.	Goal for 2023: 80% of Transitional Kindergarten students meeting proficiency in "counting on from a given number" measured by Spring 2023 ESGI data. 80% of Kindergarten students meeting proficiency in "identifying numerals" measured by Spring 2023 ESGI data.	The percent of TK students meeting proficiency in "identifying numerals" measured by Spring 2023 ESGI data was 100%. This goal was met. The percent of K students meeting proficiency in "counting on from a given number" measured by Spring 2023 ESGI data was 88%. This goal was met.
Grades 1-2: % of students scoring "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Math Assessment.	Goal for 2023: The % of grade 1 and 2 students scoring "Hi Avg" or "Hi" on the Spring 2023 NWEA Math Assessment will increase by 10%: Grade 1: 22% Grade 2: 30%	The percent of grade 1 and 2 students scoring "Hi Avg" or "Hi" on the Spring 2023 NWEA Math Assessment was: Grade 1: 21% - Goal not met. Grade 2: 21% - Goal not met.
Grades 3-8: % of students meeting or exceeding standard on the CAASPP 2023 Math Assessment.	Goal for 2023: The % of students meeting or exceeding standard on the 2023 CAASPP Math Assessment will increase by 10% for grades 3-5, and 5% for grades 6-8. Grade 3: 26% Grade 4: 20% Grade 5: 15% Grade 6: 41% Grade 7: 34% Grade 8: 44%	The percent of students meeting or exceeding standard on the 2023 CAASPP Math Assessment was: Grade 3: 27% - Goal met. Grade 4: 13% - Goal not met. Grade 5: 16% - Goal met. Grade 6: 11% - Goal not met. Grade 7: 61% - Goal met. Grade 8: 35% - Goal not met.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1) In grades TK-8, teachers will continue to refine their use of the adopted	In grades TK-8, teachers continued to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math	TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel	TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students through a full-day kindergarten program. Full-day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during Core Math Instructional time. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all	Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers continued to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultants Michele Douglass and Elizabeth Hammonds continued to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Extended instructional time for kindergarten students was provided through a full-day kindergarten program. Full-day kindergarten classes were staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during Core Math Instructional time. All teachers working with Title I students were supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum). One TOSA specialized in	Salaries District Funded 0 Professional development (cost of workshops, conferences, consultants, substitutes) Expenditure listed in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0 Supplemental curriculum materials and technology Expenditure listed in Goal 1 4000-4999: Books And Supplies LCFF - Supplemental 0 Math club and North County Math Super Bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 1000 Implementation of full-day kindergarten including instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0	Salaries District Funded 0 Professional development (cost of workshops, conferences, consultants, substitutes) Expenditure listed in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0 Supplemental curriculum materials and technology Expenditure listed in Goal 1 4000-4999: Books And Supplies LCFF - Supplemental 0 Math club and North County Math Super Bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 0 Full day kindergarten was implemented with instructional assistants. 2000-2999: Classified Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including lunch recess math game	math instruction for grades K-5 and one TOSA will specialized in math instruction for grades 6-8. All teachers working with Title I students were supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities were provided by the TOSAs and through other professional growth opportunities. The TOSA team provided support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. A school-wide incentive program for mastery of math essential standards was established. Opportunities were provided for math enrichment including a team for the North County Math Super Bowl. Focus areas were established for initial classroom instruction		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
opportunities and a team for the North County Math Super Bowl. Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2022-2023 school year: Student mastery of "Essential/Priority Standards" -- must-know skills and understandings that are foundational for math proficiency.	(Tier 1) that contributed to student achievement in math for the 2022-2023 school year: Student mastery of "Essential/Priority Standards" -- must-know skills and understandings that are foundational for math proficiency.		
B. PLC/Progress Monitoring Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom	Teachers met weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers analyzed data, discuss targeted instruction, unpacked essential standards, designed common formative assessments, and planned collaboratively for instruction. Teachers utilized data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers attended Student Success Team meetings with parents to address these needs. Music, Art, and P.E. programs were used to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focused on individual student	Specials teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0 Substitutes for SST meetings Expenditure Listed on Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	Specials teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0 Substitutes for SST meetings Expenditure Listed on Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
instruction that focuses on individual student academic needs based on student data. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, essential standards folders, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.	academic needs based on student data. In math, PLC teams monitored student progress by regularly reviewing and analyzing assessment data. Metrics to help with this included common formative assessments, essential standards folders, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.		
C. Academic Intervention (Tier 2) Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn to bolster students' skills in math. Provide supplemental materials and online programs to support math intervention for at-risk students. Increased education opportunities will be provided: Before/After	Through the PLC process, teacher teams identified students in need of targeted academic intervention. Identified students received support through on-site interventions provided by the classroom teacher and the grade level team. The district has in place supplementary online programs that can provide intervention as well as extra practice for students. Teachers utilized Zearn to bolster students' skills in math. Supplemental materials and online programs were provided to support math intervention for at-risk students. Increased education opportunities were provided: Before/After school tutoring with one of our certificated teachers throughout the school year.	Online Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0 Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 500	Online Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0 Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 0 Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 17,609.44

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
school tutoring with one of our certificated teachers throughout the school year. Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.	Materials were purchased and used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services enabled teachers to target instruction for at-risk students.		

Analysis

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

All activities were implemented as planned. Professional development by Michele Douglass and Elizabeth Hammonds was somewhat hampered due to the lack of substitute teachers available to release teachers for the trainings.

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

Spring 2023 CAASPP results show only incremental growth in math achievement, and students in grades 3-8 generally are still performing at lower levels than they were before the pandemic. Math needs to remain a districtwide priority in 2023-2024, and additional action needs to be taken with math intervention. In the upcoming year, more focus will be on Tier 1 math instruction, math number sense screeners, math focus folders, and individualized math instruction based on student's needs. Campus-wide focus on math essential standards has been producing positive results and engagement and will be continued.

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

Math consultant professional development was funded from Title 1 Targeted Assistance funds. Additional math materials and manipulatives were purchased to support math strategies in Tier 1 classroom instruction and intervention targeting Title 1 students.

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

In Spring 2023 it was decided to make a structural change in the elementary master schedule to afford more time for math intervention. In 2023-2024 during-school time previously allotted to weekly Tier 1 Professional Learning Community (PLC) meetings will be dedicated to math intervention provided by classroom teachers. Math "focus folders" and "Essential Standard Tracking Folders" can show which students are in need of support, and teachers can plan interventions such as pre-teaching, re-teaching, tutoring individuals, incorporating manipulatives, and more. Edmentum Exact Path will replace Edgenuity Pathblazer as an online curriculum supplement. Do the Math math curriculum will also be utilized as a intervention supplement.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Goal for 2023: Increase attendance rate for “All” students. 96% All Students	The 2023 attendance rate for all students was 92.55%. This goal was not met.
Chronic Absenteeism Rate	Goal for 2023: Decrease Chronic Absenteeism by 10% for “All” students and each subgroup 32.7% All Students 20.4% English Learners 32.3% Low Income Students	2023 Chronic Absenteeism for all students and each subgroup was: 25.6% All Students - Goal met 10.7% English Learners - Goal met 13% Low Income Students - Goal met

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. School Culture and Communication with Students Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition. Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a	Communication with students and parents/guardians on the importance of school attendance continued Efforts continued towards building a culture at the school that celebrates school attendance. Recognition and incentives were utilized to support these efforts.	Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 500	Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.			
B. School Programming and Communication with Families Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness. Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).	Attendance data was regularly screened to identify students with attendance issues. Regular contact with parents/guardians of these students was made. When possible, information for students and families was provided on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness. Office staff, school counselor, and community liaison were utilized to work with students and families on improved attendance. Parent letters, district referrals, and the School Attendance Review Board (SARB) process were utilized to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).	School-based Counselor who works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0 Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0	School-based Counselor who works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0 Bilingual Community Liaison works with families to improve student attendance 2000-2999: Classified Personnel Salaries District Funded 0

Analysis

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

Actions listed were implemented as planned. Attendance was a priority throughout the year, although the data showed that attendance remained lower than desired.

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

The school worked diligently to promote school attendance, screen attendance data, and make truancy notifications as needed, but these actions were not enough to hold off trends that included the continuance of COVID cases and trends that had parents holding ill children out of school for longer periods.

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

No significant differences between the proposed expenditures and estimated actual expenditures.

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

Attendance data from 2022-2023 indicate that the district and its schools will need to shore up their efforts around attendance even more in 2023-2024. The district will run an attendance campaign in observance of Attendance Awareness Month in September. The district has rewritten its four attendance letters (for chronic absenteeism, excessive tardiness, the first truancy notification, and the second truancy notification) to remove legal language and make them more readable; additionally, these letters will be embedded in the Aeries student information system to make it easier for office assistants to send them. Olga will be providing more incentives for good or improved school attendance.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
October 2022 Student Survey October 2022 Parent Survey	Goals for 2022-2023: Increase by 3% the percentage of students who indicated it was "pretty much true" or "very much true" that there are adults at school who noticed when they are not there. 79% of students report there are adults at school who notice when they are not there. Increase by 3% the percentage of parents who indicated they "agree" or "strongly agree" that parents feel welcome to be involved in the school. 68% of parents feel welcome to be involved in the school.	2023 percentage of students who indicate it was "pretty much true" or "very much true" that there are adults at school who noticed when they are not there: 76% - Goal not met 2023 percentage of parents who indicated they "agree" or "strongly agree" that parents feel welcomed to be involved in the school: 53% - Goal not met

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Focus on Relationships and Social/Emotional Learning Teachers and schools will emphasize teacher-student relationships at the outset of the 2022-2023 school year. Provide services such as childcare and alternate meeting location (including virtual options) when needed. Translate materials and provide Interpreters to	Teachers and schools emphasized teacher-student relationships at the outset of the 2022-2023 school year. Services were provided such as childcare and alternate meeting location (including virtual options) when needed. Materials were translated and interpreters provided to make phone calls and assist at events/meetings when needed and/or requested.	Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0	Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0
		Social/emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0	Social/emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
make phone calls and assist at events/meetings when needed and/or requested. Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program).	Regular lessons in social/emotional learning were planned: District SEL task force identified SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program).		
B. Support for Families The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The district will provide a range of parent education offerings via Zoom and other virtual platforms.	The principal, teachers, and office staff communicated regularly with families via Parent Square, email, and/or online (website and social media) posts. The district provided a range of parent education offerings via Zoom and other virtual platforms.	Funds for speakers and other expenses associated with the cost of parent education events. None Specified District Funded 0	Funds for speakers and other expenses associated with the cost of parent education events. None Specified District Funded 0

Analysis

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

Besides SEE Learning, the action plan was implemented as planned. The school continued to prioritize making connections with students and families.

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

Families have responded enthusiastically to school events such as Back to School Night, Open House, and PTA-sponsored events. Turnout at these events has been high. Students and families highly value special activities such as field trips, Battle of the Books, and the North County Math Super Bowl. These activities connect students to each other and to their school.

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

No significant differences between the proposed expenditures and estimated actual expenditures.

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

The district would like to plan more parent education offerings in 2023-2024. In Spring 2023, two counselors collaborated with the Ralph Dunlap School PTA on a family night entitled "Building Student Confidence." The night was well attended and well received, and it provides a model for similar events in the future. The district would like to continue hosting parent classes such as the "Strengthening Families" course offered in the spring of 2023. During the 2023-24 school year, Olga Reed School will be reintroducing some parent engagement activities that have previously been on pause due to COVID restrictions. These will include in-person award ceremonies, classroom volunteers, and parent volunteers for PTA activities such as celebrations, performances, and Book Fairs.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Goals for 2023: Maintain/decrease current suspension/expulsion rates currently at 2% or less. Decrease suspension/expulsion rates currently above 2%. 2.5% All Students 2.4% Socioeconomically Disadvantaged 1.5% English Learner	2023 suspension/expulsion rates were: 4.2% All Students - Goal not met 0% Socioeconomically Disadvantaged - Goal met 3.1% English Learner - Goal not met

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. School Culture At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. Students will have mulitple oppotunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to	At the outset of the school year and throughout the year, teachers will focused on establishing relationships and rapport with students. The school continued implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. Students will had mulitple oppotunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school continued to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school continued to	Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 2500 Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1000 Gardening Club-supervisor and materials 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000	Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 0 Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 0 Gardening Club-supervisor and materials 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1913.34

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs. The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, Small Schools League basketball, noon league sports, the library makerspace, Yearbook, Math Super Bowl team, and Garden Club	track Office Discipline Referrals (ODRs) to monitor trends and needs. The school continued to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, Small Schools League basketball, noon league sports, the library makerspace, Yearbook, Math Super Bowl team, and Garden Club		
B. Social/Emotional Learning and Support Regular lessons in social/emotional learning will be planned: The district will pilot SEE Learning as a social/emotional learning curriculum. (SEE Learning also has been piloted during the summer program) Social/emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement. Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school	Regular lessons in social/emotional learning were planned: Social/emotional lessons explored social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement. Teachers focused on maintaining a close rapport with their students. If needed, teachers referred students with any struggles to the school site counselor or district psychologist	Social/emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0 School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0	Social/emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0 School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
site counselor or district psychologist			

Analysis

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

With the exception of full implementation of SEE Learning, all actions were implemented. As described above, the district did take the needed steps toward adopting SEE Learning as its 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.

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

Although the school was diligent about prioritizing relationships and helping students bond with each other and their school, we still experienced levels of misbehavior well in excess of what we had prior to the pandemic. Suspensions and severe behavior did not decline as expected, and considerable amounts of staff time, energy, and focus needed to be spent on student behavior.

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

Extracurricular activities included funds for schoolwide PBIS activities, league basketball, and schoolwide participation in the garden club. Cost saving activities were identified and utilized as incentives.

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

Supporting positive student behaviors remains an important goal. Sound Tier 1 practices (strong teacher-student rapport, good classroom management, social/emotional learning, etc.) need to be coupled with sound Tier 2 practices (access to counseling for targeted support, Check In/Check Out, and specific instruction in targeted skills) so as to prevent severe behaviors. The district's Special Education Department is working on finalizing a Behavioral MTSS (Multi-Tiered System of Supports) Plan that will guide efforts in this area.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Performance: English/Language Arts

Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of English/language arts.

Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transitional Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.	Spring 2023 ESGI data for Transitional Kindergarten students: 100% of students meeting proficiency in "identifying lowercase letters"	Goal for 2024: % of transitional kindergarten students meeting proficiency in "identifying lowercase letters" measured by spring 2023 ESGI data will be maintained at 100%
Grade K: % of students scoring "At or Above Benchmark" as reported by Spring 2023 Acadience Reading Composite Score.	Spring 2023 Acadience Reading Composite Score for Kindergarten students: 88% of students scored "At or Above Benchmark" benchmark.	Goal for 2024: % of Kindergarten students scoring "At or Above Benchmark" as measured by Acadience Reading Composite Score will be maintained at 88% or higher
Grades 1-2: % of students scoring "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment.	Spring 2023 NWEA Reading Assessment % for grade 1 and 2 students scoring "Hi Avg" or "Hi": Grade 1: 28% Grade 2: 36%	Goal for 2024: The % of grade 1 and 2 students scoring "Hi Avg" or "Hi" on the NWEA Reading Assessment will increase by 5%: Grade 1: 33% Grade 2: 41%
Grades 3-8: % of students meeting or exceeding standard on the CAASPP 2023 English Language Arts Assessment.	2023 CAASPP English Language Arts Assessment % for grades 3-8 students meeting or exceeding standard.	Goal for 2024: The % of students meeting or exceeding standard on the CAASPP English Language Arts Assessment will increase by 10% for

Metric/Indicator	Baseline	Expected Outcome
	Grade 3: 20% Grade 4: 26% Grade 5: 44% Grade 6: 16% Grade 7: 69% Grade 8: 52%	grades 3, 4 & 6, 5% for grades 5 and 8, and maintained or higher for grade 7. Grade 3: 30% Grade 4: 36% Grade 5: 49% Grade 6: 26% Grade 7: 69% Grade 8: 57%

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades TK-5. One TOSA will specialize in English Language Development (ELD) for English Learners. Provide additional materials, including technology and/or software, to supplement the California State Standards.

Students to be Served by this Strategy/Activity

All students, Title 1 Students, English Learners, Students with disabilities

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA salaries and benefits
Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	District provided professional development opportunities
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will meet during designated PLC time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF- Supplemental Funds
Amount	9998
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Smartboard displays for increased access to curriculum and technology based learning modules

Strategy/Activity 2

B. PLC/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Progress Monitoring Materials/District Funded
Amount	1500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers provided to cover classrooms while teachers attended Student Success team meetings to review/analyze student achievment data.
Amount	2500
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development opportunities provided to teachers in the areas of ELA achievement and interventions.

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program.

The district Educational Services department and the TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Provide additional materials (including technology and/or software) to supplement/enhance the California State Standards instructional tools and support materials in the classroom.

Instructional Coach (TOSA) to work directly with teachers and intervention groups. Providing support for teachers of identified Title 1 at-risk students.

The ASES Program will be available after school to provide academic support to students.

Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title 1

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	18,240
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention instruction by hourly teachers

Amount	31,227
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention instruction by hourly teachers

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program

Amount	1,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Intervention Program

Amount	182,385
Source	After School and Education Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	ASES Program (director and homework coaches)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance: Math Achievement

Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement in Mathematics.

Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.	Spring 2023 ESGI data for Transitional Kindergarten and Kindergarten students: Transitional Kindergarten: 100% of students meeting proficiency in "counting on from a given number". Kindergarten: 88% of students meeting proficiency in "identifying numerals".	Goal for 2024: % of Transitional Kindergarten students meeting proficiency in "counting on from a given number" measured by Spring 2023 ESGI data will be maintained at 100% % of Kindergarten students meeting proficiency in "identifying numerals" measured by Spring 2023 ESGI data will be maintained at 88% or higher.
Grades 1-2: % of students scoring "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Math Assessment.	Spring 2023 NWEA Math Assessment % for grade 1 and 2 students scoring "Hi Avg" or "Hi": Grade 1: 21% Grade 2: 21%	Goal for 2024: The % of grade 1 and 2 students scoring "Hi Avg" or "Hi" on the NWEA Reading Assessment will increase by 10%: Grade 1: 31% Grade 2: 31%
Grades 3-8: % of students meeting or exceeding standard on the CAASPP 2023 Math Assessment.	2023 CAASPP Math Assessment % for grades 3-8 students meeting or exceeding standard. Grade 3: 27% Grade 4: 13% Grade 5: 16%	Goal for 2024: The % of students meeting or exceeding standard on the CAASPP Math Assessment will increase by 10% for grades 4-6, and 5% for grades 3, 7 & 8. Grade 3: 32%

Metric/Indicator	Baseline	Expected Outcome
	Grade 6: 11% Grade 7: 61% Grade 8: 34%	Grade 4: 23% Grade 5: 26% Grade 6: 21% Grade 7: 66% Grade 8: 39%

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultants Michele Douglass and Elizabeth Hammonds will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor..

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8.

The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.

Develop a school-wide incentive program for mastery of math grade level essential standards. Provide opportunities for math enrichment including lunch recess math game opportunities and a team for the North County Math Super Bowl.

Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2022-2023 school year: Student mastery of "Essential/Priority Standards" -- must-know skills and understandings that are foundational for math proficiency.

Provide extended instructional time for kindergarten students. Full-day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult student ratio during Core Math Instructional time.

Students to be Served by this Strategy/Activity

All Students, Title 1 Students, Students with Disabilities, English Learners

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal
Amount	0
Source	Title I Part A: Targeted Assistance Program
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development (cost of workshops, conferences, consultants, substitutes) Expenditure listed in Goal 1
Amount	0
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental curriculum materials and technology Expenditure listed in Goal 1
Amount	3000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Math club and North County Math Super Bowl team supplies. Math incentives.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Implementation of full-day kindergarten including instructional Assistants for each kindergarten class

Strategy/Activity 2

B. PLC/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, and essential standard common formative assessments.

Teachers will be utilizing NWEA MAP Growth math results and the Universal Screener for Number Sense (USNS) to create math focus folders for progress monitoring and identification of students for intervention. Similar to reading focus folders in use around the district, these folders place students in four levels that show a teacher who needs intensive support, who needs monitoring, and who needs enrichment and extensions.

Teachers will attend Student Success Team meetings with parents to address these needs.

Students to be Served by this Strategy/Activity

All Students, English Learners, Foster Youth, Low Income, Title 1

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LA Goal
Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/District funded/Reported under E/LAGoal
Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for SST meetings Expenditure Listed on Goal 1

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The school will utilize the Music, Art, and P.E. programs to facilitate small group targeted instruction within the classroom for the purpose of providing math intervention/enrichment instruction that focuses on individual student academic needs based on student data. Four times during the school year, these additional programs will be utilized to provide additional collaborative planning to prepare these intervention lessons.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn/Eureka Math to bolster students' skills in math and to differentiate for students based on their achievement levels in math. In addition to district supports, at the school site level, Olga

Reed School is implementing "Do the Math" intervention curriculum to support struggling students in improving number sense across various mathematic functions.

The district math consultants and TOSAs will provide support for identification of and training in effective, research based interventions for struggling math students.

The school/district will purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for struggling math students.

Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Online Math programs for Math Intervention and Support/District Funded
Amount	6000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Online Math programs and materials for Math Intervention and Support

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Engagement: Chronic Absenteeism

Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

LCAP Goal

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

Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absenteeism reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance Rates for all students 2023: 92.6% All Students	Goal for 2024: Increase attendance rate for “All” students. 96% All Students
Chronic Absenteeism Rate	Chronic Absenteeism Rates 2023: 25.6% All Students 10.7% English Learner 13.0% Low Income	Goal for 2024: Decrease Chronic Absenteeism for all students and each subgroup by 10% for the 2023-2024 school year. 15.6% All Students 1.0%English Learners 3.0%Low Income Students

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance, including attendance and truancy discussions with parents at beginning of the year events like Back to School Night.

Utilize ASES digital media club to create school attendance public service announcement for the school community.

Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives, awards and recognition.

Implement a positive school attendance program including student and parent education on the importance of daily school attendance.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Parents, Staff, Students

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Incentives

Strategy/Activity 2

B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.

Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

Students to be Served by this Strategy/Activity

Students identified as chronically absent

Timeline

Ongoing

Person(s) Responsible

Principal, Office Staff, Counselor, Community Liaison, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School-based Counselor who works with families and students to improve student attendance.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaison works with families to improve student attendance.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Supportive Learning Environments/Family Engagement

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
October 2023 Student Survey October 2023 Parent Survey	In October 2023 students and parents at Olga Reed School were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school. The student survey showed the percentage of students who indicated The October 2023 student survey showed that 76% of student respondents indicated it was "pretty much true" or "very much true" that there were adults at school who noticed when they are not there. The October 2023 parent survey showed that 53% of parent respondents indicated they "agree" or "strongly agree" that parents feel welcome to be involved in the school.	Goals for 2024: Increase by 3% the percentage of students who indicated it was "pretty much true" or "very much true" that there are adults at school who noticed when they are not there. 79% of students report there are adults at school who notice when they are not there. Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" that parents feel welcome to be involved in the school. 63% of parents feel welcome to be involved in the school.

Planned Strategies/Activities

Strategy/Activity 1

A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the onset of the 2023-2024 school year. Regular lessons in social/emotional learning will be planned, as the district will be implementing SEE Learning during the school year.

Information on how to access the Aeries Parent Portal and Parent Square will be shared with parents. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone, parent square and email methods. Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.

Provide services such as childcare and alternate meeting location (including virtual options) when needed.

Provide opportunities for parents to come on campus and celebrate students successes and culminating efforts.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff, Students, Bilingual Community Liaison, Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Social/emotional Curriculum for weekly lessons

Strategy/Activity 2

B. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, and/or online (website and social media) posts.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

The school will provide a range of parent education opportunities and or supports including but not limited to parenting education and providing academic support to students. Additionally, we will implement a parents in action group to meet monthly with our school liaison and discuss topics pertaining to the school.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Funds for speakers and other expenses associated with the cost of parent education events.
Amount	3350
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Childcare for evening parent trainings
Amount	10000
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funds for speaker and other expenses associated with the cost of parent education events

Strategy/Activity 3

C. Involve Parents in Planning and Decision Making

Through involvement in Title 1 parent meetings, School Site Council, English Language Advisory Council and Parent Teacher Association meetings involve parents in planning and decision making. Discussions will include review and evaluation of programs as well as future planning at the school level.

Translate materials and provide interpreters to make phone calls and assist at events/meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff, Bilingual Community Liaison, Parents

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Conditions & Climate: Suspension Rate

Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	Suspension/Expulsion Rates for 2023: 4.2% All Students 0.0% Socioeconomically Disadvantaged 3.1% English Learner	Goals for 2024: Maintain/decrease current suspension/expulsion rates currently at 2% or less. Decrease suspension/expulsion rates currently above 2% by 1% or greater. 3.2% All Students 0.0% Socioeconomically Disadvantaged 2.1% English Learner

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2023-2024. Students will have mulitple oppotunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, Small Schools League basketball, noon league sports, the library makerspace, Yearbook, Math Super Bowl team, and Garden Club

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Leadership Team, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for performances, events, and activities to support extracurricular activities
Amount	1500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program
Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Gardening Club-supervisor and materials

Strategy/Activity 2

B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned: The district will implement SEE Learning as a social/emotional learning curriculum. Lessons will explore social/emotional competencies such as self-awareness, compassion, self-management, responsible decision making, relationship skills, social awareness, and engagement.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or for students who have qualified for Special Education Services the district psychologist.

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

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Counselor, Teachers, ASES Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Social/emotional Curriculum/District Funded
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School Site Counselor/District Funded
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Consultation and support from District Behavior Specialist (For general education and special education students displaying Tier 2 and Tier 3 level behaviors)

Strategy/Activity 3

C. Health Education

Incorporate Health Education into curriculum (Too Good for Drugs, DARE, Child Safe, Growth and Development).

Hold health screenings (vision and hearing).

Incorporate extracurricular clubs and activites to promote student inclusivity and connectedness (robotics, digital media, sports leagues, ballet folklorico, and musical instrument instruction)

Students to be Served by this Strategy/Activity

All students, students attending ASES

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff, Students

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
Source	After School and Education Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide coaches and instructors for extracurricular opportunities on campus outside of the academic school day
Amount	2,380
Source	After School and Education Safety (ASES)
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support ASES extracurricular activities

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	285,580.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Targeted Assistance Program	$48,225	0.00
LCFF - Supplemental	$33,240	0.00
Site Formula Funds		
After School and Education Safety (ASES)	$190,765	0.00
Title I Part A: Parent Involvement	$13,350	0.00

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	190,765.00
District Funded	0.00
LCFF - Supplemental	33,240.00
Title I Part A: Parent Involvement	13,350.00
Title I Part A: Targeted Assistance Program	48,225.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,967.00
2000-2999: Classified Personnel Salaries	191,735.00
4000-4999: Books And Supplies	27,378.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	12,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	188,385.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	2,380.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,740.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,350.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	31,227.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	16,998.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Targeted Assistance Program	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Jared Banks	Principal
Brenda Galvez	Other School Staff
Debra Laflin	Classroom Teacher
Aniko Taubenheim	Other School Staff
Norma Guzman	Parent or Community Member
Maria Hernandez	Parent or Community Member
Christina Morelos	Parent or Community Member
Monica Robles	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 20, 2022.

Attested:

Principal, Jared Banks on October 20, 2022

SSC Chairperson, Monica Robles on October 20, 2022

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2023-24**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Lakeview Junior High School
Address	3700 Orcutt Road Santa Maria, CA 93455
County-District-School (CDS) Code	42-69260-6045751
Principal	Kelly Osborne
District Name	Orcutt Union School District
SPSA Revision Date	October 13, 2023

Schoolsite Council (SSC) Approval Date	November 8, 2023
Local Board Approval Date	November 8, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The vision statement for Lakeview Junior High School reflects the feelings and spirit of our school:

Our vision is all students at Lakeview Junior High will experience equal access to a well-balanced, challenging education designed to prepare them to think, communicate and achieve to their fullest potential academically, socially, and personally.

Our Mission/Vision Defined is based on four words: Dream, Believe, Act and Achieve

Lakeview staff believe all students can achieve if students act on their Dreams, they have someone to Believe in them, and they Believe in themselves. To ensure this is possible, the staff at Lakeview will:

· Provide a safe and welcoming environment for all students and staff

· Address the needs of the whole child, academically, socially, emotionally, and physically to produce life-long learners.

· Build a strong connection to school for all students through our Dream, Believe, Act and Achieve Days, College T-shirt days, and emphasis on school spirit.

· Adapt instructional practices to meet the changing needs of all students through the use of technology, collaboration, and targeted intervention.

School Profile

The Orcutt Union School District's Mission is as follows: "Students at Orcutt Union School District come first. Our mission is to safely nurture, educate, inspire, and empower our children to successfully navigate and thrive in an ever changing world."

Lakeview is located in the northern region of Santa Barbara County and serves students in grades seven and eight following a traditional calendar. In 2023-2024, the school's overall ethnic make-up is as follows: 67.4% Hispanic, 0.5% American Indian/Alaskan Native, 1.1% Asian, 0.63% Filipino, 1.4% Black/African American, 22.6% White, and 4.8% Two or More Races.

For the 2023-2024 school year, 426 students are enrolled including 8.69% classified as English Language Learners, 14.32% in students with disabilities, 58.22% socioeconomically disadvantaged, 2.82% foster youth, 2.82% homeless.

English Language Learners: English Learners represent a significant percentage of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation, and scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students. The vast majority of English Learners' first language is Spanish, but this school year Lakeview has several newcomers whose first language is Mixteco.

Students with Disabilities: Students with Disabilities represent a small, but significant, percentage of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at the include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare on-line platform.

Opportunities to serve on committees include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed by school stakeholders on the following dates:

Tuesday, October 24, 2023 (English Learners' Advisory Committee)
Wednesday, October 25, 2023 (Lakeview School Leadership Team)
Friday, October 27, 2023 (Lakeview Staff)
Tuesday, November 8, 2023 (School Site Council)

Discussions included a thorough review of school data using the California School Dashboard (Academic Performance, Academic Engagement, and Conditions and Climate) and additional districtwide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

The Lakeview Junior High School Site Council met on October 27, 2023, to review and edit the SPSA. Members reviewed school data, progress toward previous goals, school goals, and action plans to meet the goals.

The SPSA was approved by the School Advisory Council on November 8, 2023. .

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.64%	0.45%	4	3	2
African American	0.4%	0.85%	1.36%	2	4	6
Asian	2.0%	1.07%	1.13%	10	5	5
Filipino	0.6%	0.64%	0.68%	3	3	3
Hispanic/Latino	57.7%	62.47%	67.42%	284	293	298
Pacific Islander	0.2%	0.43%	0.45%	1	2	2
White	30.5%	26.01%	22.62%	150	122	100
Multiple/No Response	6.1%	7.25%	4.75%	30	34	21
			Total Enrollment	492	469	442

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	261	224	208
Grade 8	231	245	234
Total Enrollment	492	469	442

Conclusions based on this data:

1. Total student enrollment declined from 2020-2021 to 2022-2023 by 50 students.
2. Hispanic/Latino subgroup enrollments have increased.
3. Enrollment in the White subgroup has remained relatively stable.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	49	42	45	10.0%	9.0%	10.2%
Fluent English Proficient (FEP)	69	77	80	14.0%	16.4%	18.1%
Reclassified Fluent English Proficient (RFEP)	11			22.4%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	260	226	205	0	223	201	0	222	200	0.0	98.7	98.0
Grade 8	236	242	226	0	241	224	0	241	224	0.0	99.6	99.1
All Grades	496	468	431	0	464	425	0	463	424	0.0	99.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2556.	2526.		11.26	12.50		40.09	31.50		30.63	26.50		18.02	29.50
Grade 8		2561.	2542.		10.37	9.38		41.08	32.59		32.37	28.57		16.18	29.46
All Grades	N/A	N/A	N/A		10.80	10.85		40.60	32.08		31.53	27.59		17.06	29.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		12.61	9.55		71.17	63.32		16.22	27.14
Grade 8		15.35	10.71		62.24	54.91		22.41	34.38
All Grades		14.04	10.17		66.52	58.87		19.44	30.97

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		25.68	16.58		56.76	56.78		17.57	26.63
Grade 8		11.62	14.73		68.88	61.61		19.50	23.66
All Grades		18.36	15.60		63.07	59.34		18.57	25.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		13.06	9.55		73.87	73.87		13.06	16.58
Grade 8		13.28	14.29		75.10	70.54		11.62	15.18
All Grades		13.17	12.06		74.51	72.10		12.31	15.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		18.02	12.56		67.57	65.83		14.41	21.61
Grade 8		18.67	15.63		68.46	65.63		12.86	18.75
All Grades		18.36	14.18		68.03	65.72		13.61	20.09

Conclusions based on this data:

1. Within overall English/Language Arts scores, the percentage of seventh graders who exceeded standard rose by 5.5% Meanwhile, the percentage of eighth graders who exceeded standard declined by approximately 4%.
2. The percentage of seventh and eighth graders who did not meet standard declined from 2017-2018 to 2018-2019. That said, Lakeview has identified a need to address the number of students who are not meeting standards in English/Language Arts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	260	227	205	0	223	195	0	223	194	0.0	98.2	95.1
Grade 8	236	243	226	0	242	223	0	242	223	0.0	99.6	98.7
All Grades	496	470	431	0	465	418	0	465	417	0.0	98.9	97.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2515.	2498.		10.76	8.25		19.73	15.98		30.94	36.08		38.57	39.69
Grade 8		2524.	2530.		9.50	14.80		15.29	13.00		31.40	30.49		43.80	41.70
All Grades	N/A	N/A	N/A		10.11	11.75		17.42	14.39		31.18	33.09		41.29	40.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.35	7.73		47.53	46.91		38.12	45.36
Grade 8		7.85	16.22		54.96	47.30		37.19	36.49
All Grades		10.97	12.26		51.40	47.12		37.63	40.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.87	10.82		60.99	54.12		29.15	35.05
Grade 8		9.09	14.35		61.98	52.47		28.93	33.18
All Grades		9.46	12.71		61.51	53.24		29.03	34.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.31	9.79		69.06	64.43		20.63	25.77
Grade 8		9.50	11.66		66.12	59.64		24.38	28.70
All Grades		9.89	10.79		67.53	61.87		22.58	27.34

Conclusions based on this data:

1. The overall percentage of seventh and eighth graders not meeting standard in Mathematics rose to approximately 63% and 58% respectively.
2. The overall percentage of seventh graders who exceeded or met standard in Mathematics rose from 2017-2018 to 2018-19.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1552.6	1547.6		1550.5	1548.9		1554.2	1545.7		20	23	
8	1590.0	1571.2		1592.6	1590.9		1586.8	1551.1		16	16	
All Grades										36	39	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	25.00	30.43		55.00	30.43		15.00	34.78		5.00	4.35		20	23	
8	56.25	37.50		31.25	37.50		6.25	12.50		6.25	12.50		16	16	
All Grades	38.89	33.33		44.44	33.33		11.11	25.64		5.56	7.69		36	39	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	30.00	43.48		60.00	39.13		5.00	13.04		5.00	4.35		20	23	
8	56.25	56.25		31.25	25.00		12.50	6.25		0.00	12.50		16	16	
All Grades	41.67	48.72		47.22	33.33		8.33	10.26		2.78	7.69		36	39	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.00	21.74		35.00	17.39		45.00	39.13		10.00	21.74		20	23	
8	25.00	6.25		50.00	31.25		18.75	43.75		6.25	18.75		16	16	
All Grades	16.67	15.38		41.67	23.08		33.33	41.03		8.33	20.51		36	39	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	35.00	4.35		60.00	73.91		5.00	21.74		20	23	
8	31.25	18.75		62.50	75.00		6.25	6.25		16	16	
All Grades	33.33	10.26		61.11	74.36		5.56	15.38		36	39	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	70.00	73.91		25.00	13.04		5.00	13.04		20	23	
8	81.25	81.25		18.75	6.25		0.00	12.50		16	16	
All Grades	75.00	76.92		22.22	10.26		2.78	12.82		36	39	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	20.00	17.39		55.00	43.48		25.00	39.13		20	23	
8	43.75	25.00		50.00	31.25		6.25	43.75		16	16	
All Grades	30.56	20.51		52.78	38.46		16.67	41.03		36	39	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.00	21.74		85.00	69.57		5.00	8.70		20	23	
8	12.50	12.50		81.25	81.25		6.25	6.25		16	16	
All Grades	11.11	17.95		83.33	74.36		5.56	7.69		36	39	

Conclusions based on this data:

1. Our English Learners are performing well in the Oral Language domain.
2. Our English Learners continue to struggle in the Reading domain.
3. Overall, we have a high percentage of English Learners who have attained Levels 3 and 4 on the ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
469	**38.8**	**9.0**	**0.9**
Total Number of Students enrolled in Lakeview Junior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	42	9.0
Foster Youth	4	0.9
Homeless	6	1.3
Socioeconomically Disadvantaged	182	38.8
Students with Disabilities	45	9.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.9
American Indian	3	0.6
Asian	5	1.1
Filipino	3	0.6
Hispanic	293	62.5
Two or More Races	34	7.2
Pacific Islander	2	0.4
White	122	26.0

Conclusions based on this data:

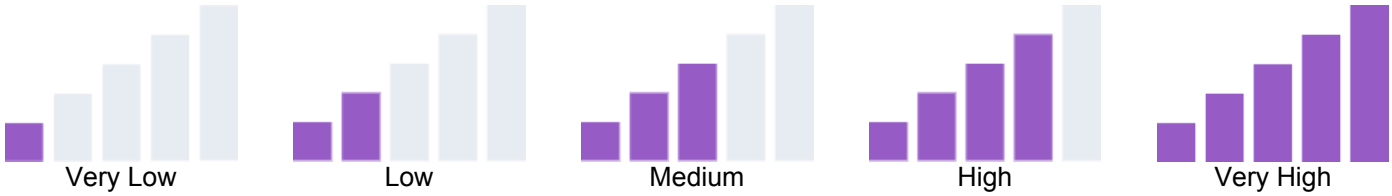
1. The total number of students at Lakeview continues to decline.
2. There has been an increase in students qualifying as Socioeconomically Disadvantaged at Lakeview due to additional families qualifying for free/reduced lunch.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: Very High	Suspension Rate: Very High
Mathematics: Low		
English Learner Progress: High		

Conclusions based on this data:

1. English Language Arts performance (6.6 points below standard) was lower than the district's performance (1.4 below standard) (orange on dashboard).
2. Math performance (24.4 points below standard) was lower than the district's performance (18.2 points below standard).

3. More students were chronically absent (9.2%) as compared with the district (8.4%).

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

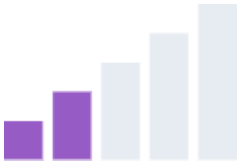
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	1	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
1.7 points above standard	22.0 points below standard	3 Students
450 Students	86 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
6 Students	17.1 points below standard	96.6 points below standard
	183 Students	44 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 3 Students	No Performance Level 5 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 11.3 points below standard 284 Students	Medium 8.4 points above standard 31 Students	No Performance Level 2 Students	High 30.6 points above standard 116 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
80.3 points below standard	12.6 points above standard	6.7 points above standard
32 Students	54 Students	334 Students

Conclusions based on this data:

1. In the area of English Language Arts, increases in growth were demonstrated by the Socioeconomically Disadvantaged subgroup (4.6 point increase). However, Students with Disabilities declined significantly (18.6 point decrease).
2. In the area of English Language Arts, one group showed dramatic growth overall: English Learners, who increased 25.3 points (went to yellow on dashboard).

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report

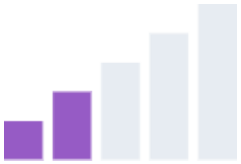
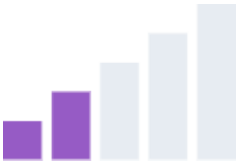
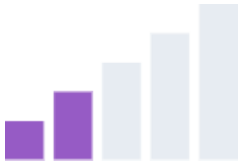
Very Low	Low	Medium	High	Very High
1	5	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
54.5 points below standard	72.5 points below standard	3 Students
449 Students	86 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
6 Students	81.0 points below standard	150.3 points below standard
	181 Students	43 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 3 Students	No Performance Level 5 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 65.9 points below standard 282 Students	 Low 25.5 points below standard 31 Students	No Performance Level 2 Students	 Low 37.0 points below standard 117 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
131.5 points below standard 32 Students	37.6 points below standard 54 Students	51.7 points below standard 333 Students

Conclusions based on this data:

1. In the area of Mathematics, most subgroups saw their performance decline.
2. In the area of Mathematics, one group showed dramatic growth overall: English Learners increased 17.6 points (went to yellow on dashboard).

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
High
63.2 making progress towards English language proficiency
Number of EL Students: 38 Students
Performance Level: 4

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.2%	23.7%	5.3%	57.9%

Conclusions based on this data:

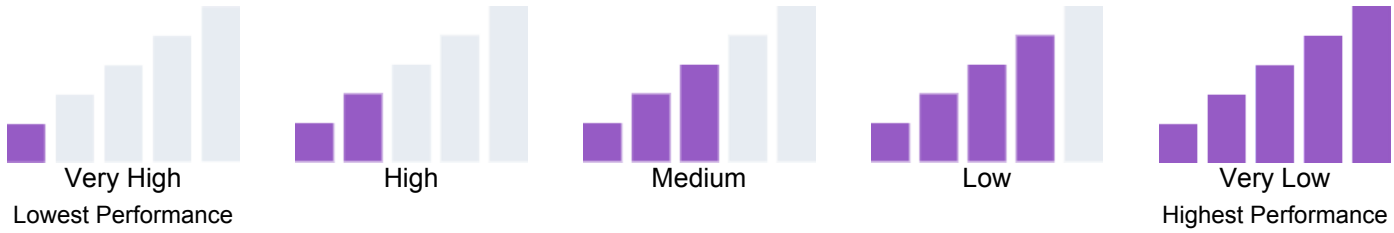
1. A majority of English Learners (60.9%) maintained at Level 4 or progressed at least one level.
2. Approximately 11.8% of English Learners decreased a level. This needs to be addressed through a focus on English Language Development.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

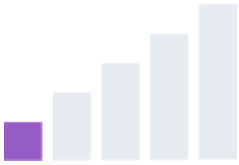
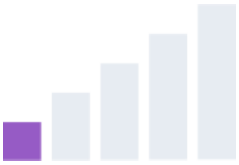
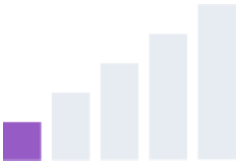
Very High	High	Medium	Low	Very Low
6	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
28.7% Chronically Absent	28.3% Chronically Absent	Less than 11 Students
487 Students	46 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	41.3% Chronically Absent	38.8% Chronically Absent
7 Students	206 Students	49 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
4 Students	3 Students	6 Students	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	Very High
30.5% Chronically Absent	28.2% Chronically Absent	Less than 11 Students	25.6% Chronically Absent
305 Students	39 Students	2 Students	125 Students

Conclusions based on this data:

1. Of the student groups, foster youth have the highest rate of chronic absenteeism (35.7%). This is a small group (14 students) but its absenteeism problems need to be addressed.
2. The only subgroup to decline in chronic absenteeism was Two or More Races, which went down 0.7%.
3. All students remains red on the dashboard with a 4.6% increase in the number of students chronically absent.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

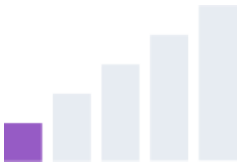
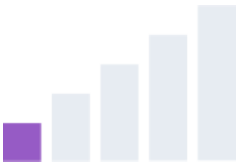
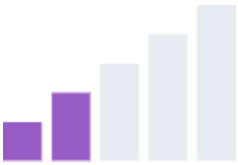
Very High	High	Medium	Low	Very Low
5	1	0	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
14.1% suspended at least one day	25.5% suspended at least one day	Less than 11 Students
503 Students	47 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	14.7% suspended at least one day	21.6% suspended at least one day
7 Students	211 Students	51 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
4 Students	3 Students	6 Students	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	High
15.5% suspended at least one day	15.4% suspended at least one day	Less than 11 Students	10% suspended at least one day
316 Students	39 Students	2 Students	130 Students

Conclusions based on this data:

1. The All Students group increased slightly in its suspension rate (1.4% increase).
2. Students with Disabilities have a red rating for suspension rate (20.7% suspension rate).

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP – ELA % Students met/ exceeded standard	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard.	Overall student performance decreased by 8.47% as measured by the CAASPP. The following percentages represent the percent of each subgroup who tested at or above standard. ELL: 5.71% Low Income: 25.53% Foster Youth: 0% Homeless Youth: 27.78% Students with Disabilities: 6.82%

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Through established Professional Learning Communities (PLC): • PLC teams will identify essential common core standards • PLC Teams will establish common instruction and common assessments in ELA geared to the essential California State Standards. • PLC Teams will regularly meet to review and develop	Established PLC teams met on weekly basis all school year and worked collaboratively on the following tasks: • Identification of essential standards • Establishing common instruction and common formative assessments in ELA geared to the essential standards • Reviewing and developing instruction and lessons in ELA	This will occur during weekly late start PLC time as well as the November and March staff development day. Support for PLC Lead Teachers (stipend) is provided by the district using LCFF Supplemental funds. None Specified District Funded 0	This will occur during weekly late start PLC time as well as the November and March staff development day. Support for PLC Lead Teachers (stipend) is provided by the district using LCFF Supplemental funds. None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
instruction and lessons in ELA. • PLC Teams will regularly meet to evaluate student progress. PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.	• Evaluating student progress PLC teams utilized the Go Formative online program for developing and administering common formative assessments.		
Teachers will have opportunities to attend California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers also will have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There also will be release time and training focused on reading intervention.	English teachers attended the annual California Association of Teachers of English (CATE) conference.	Conferences and workshops. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 5,000	Conferences and workshops. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2,940
Continue a four-days-per-week intervention period targeting reading intervention for students performing below grade level.	Students continued to have a four-days-per-week intervention period for targeted reading intervention for students performing below grade level.	Software for ELA intervention and support including Newsela software licenses and training 4000-4999: Books And Supplies LCFF - Supplemental 5000	NewsELA Subscription 4000-4999: Books And Supplies LCFF - Supplemental 4,800
		Reading/ELA Intervention materials and technology 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 2347	Reading/ELA Intervention materials and technology 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 3,500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Target academic vocabulary and sentence and language frame usage across the curriculum. Focus on increasing literacy across subject areas by utilizing materials (text and tech) as well as release time.	All English teachers took two release days to work on various aspects of curriculum, including literacy and vocabulary.	Instructional materials, novels, supplies, and technology that support increased literacy 4000-4999: Books And Supplies LCFF - Supplemental 4,000	Instructional materials, novels, supplies, and technology that support increased literacy 4000-4999: Books And Supplies LCFF - Supplemental
		Release time, professional development, conferences, and technology training that supports increased literacy 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 4,000	Release time, professional development, conferences, and technology training that supports increased literacy 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 560
Increased educational opportunities will be provided: The Homework Club will provide after school homework help and computer access. It will be staffed by a credentialed teacher.	Homework Club (after school tutoring) was provided for students three days a week. It was hosted by credentialed teachers.	Homework Club will be overseen by a credentialed teacher after school, 3 days per week. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,500	Homework Club will be overseen by a credentialed teacher after school, 3 days per week. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000
Identified students who scored in the "Not Met Standard" on the CAASPP, had Teacher recommendation, and/or scored in Level 1 or Level 2 on the Fall 2021 NWEA Reading Test will be recommended for placement in intervention classes. The intervention class will address learning deficits to increase proficiency in ELA.	Students were placed in the reading intervention classes based on their Lexile score as determined by NWEA, teacher recommendation, and how they performed on the previous year's CAASPP assessment.	Increase number of classes provided for identified students with academic needs. 1000-1999: Certificated Personnel Salaries District Funded 0	Increase number of classes provided for identified students with academic needs. 1000-1999: Certificated Personnel Salaries District Funded 0

Analysis

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

All actions were implemented as planned during 2022-2023. Targeted reading intervention went well, although the lack of validated intervention tools made progress monitoring more difficult. This likely was a factor in Lakeview not having the growth in ELA performance that we typically see.

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

Spring 2023 CAASSP English/language arts testing did not show the growth that we had expected. While E/LA proficiency continues to be notably higher than math proficiency, E/LA needs to remain a focus.

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

The biggest discrepancy between proposed and actual expenditures occurs with instructional materials and release time/professional development, which were covered in other planned strategies' areas. In addition to being covered in other areas, only two teachers attended a conference, so the money allocated for conferences was not utilized as planned.

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

It will be a priority to acquire research-based reading intervention tools and training to provide for more specific and targeted reading intervention.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

All students and student groups will demonstrate a decrease in the rate of suspension from school

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup by 2%	Decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup. Suspension Rate for 2022-23: 15.08% Suspension Rate (total) Subgroup percentages are as follows: 29.17% Special Education 28.57% Socioeconomically Disadvantaged 30.56% English Learners 16.67% Homeless 42.86%Foster Youth .002 % Expulsion Rate (All Students)

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Meaningful Relationships: At the outset of the school year, teachers will focus on establishing relationships and rapport with students. The school's "Dream Believe Act Achieve" theme embraces this. Teacher-student relationships will be focused on academic growth, behavioral attributes of good citizenship, and lifelong learning. The school will	At the beginning of the school year special greetings for students and families were planned by the principal and teachers. Teachers prioritize making a personal connection with each student. Trojan Trek gave students a warm welcome to the campus while accomplishing important tasks such as school pictures and distribution of schedules. Athletics and clubs remained important venues for relationships.	Assemblies, rewards, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly. 4000-4999: Books And Supplies LCFF - Supplemental 1,000	Assemblies, rewards, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly. 4000-4999: Books And Supplies LCFF - Supplemental 1,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
provide a caring approach to guiding students. As possible, Lakeview will prepare students for real-world experiences. Its approach for behavioral guidance will be well rounded, including incentives for good citizenship and/or academic achievement.	Lakeview added soccer as a springtime sport. Soccer was well received and Lakeview's girls even won the local league champsionship. One of the districtwide professional development days focused on strengthening behavior systems, and a site-based professional development day focused on PBIS, SEE Learning, and numerous other topics.		
Lakeview will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations.	The school revisited its PBIS behavior system. The principal and staff renewed the matrix of behavioral expectations with students during classroom discussions in our enrichment blocks for three weeks.	Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 1,642	Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 3,700
After school detention will serve as another step prior to on- or off-campus suspension of students. Students will bring and complete practice and other schoolwork in detention. The intent of this detention period is to provide students a restorative time to reflect on the behavior resulting in the detention and ultimately deter students from severe behavior resulting in suspension.	After school restorative detention was provided for students two afternoons per week as an alternative to suspension.	Restorative Detention will be run after school two times a week to provide consequences for inappropriate student behavior and avoid suspension. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,800	Restorative Detention will be run after school two times a week to provide consequences for inappropriate student behavior and avoid suspension. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,800
Attend conference or bring in a speaker who can provide strategies focused on working with at-risk students. The goal would be to tie this to Lakeview's PBIS initiative.	The school did not meet this planned strategy this school year; however, in 2023-2024 there will be a district-wide focus on school safety and intervening on behalf of at risk students.	Conference focused on working with at-risk youth 5000-5999: Services And Other Operating Expenditures Title I Part A: Targeted Assistance Program 3,500	Conference focused on working with at-risk youth 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Release time for teachers to attend conference 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 1,500	Release time for teachers to attend conference 0

Analysis

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

All actions save SEE Learning and professional development around at risk students were implemented. As described above, the district did take the needed steps toward adopting SEE Learning as its 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.

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

Although the school was diligent about prioritizing relationships and helping students bond with each other and their school, we still experienced levels of misbehavior well in excess of what we had prior to the pandemic. Suspensions and severe behavior did not decline as expected, and considerable amounts of staff time, energy, and focus needed to be spent on student behavior.

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

The biggest discrepancy between proposed expenditures and actual expenditures is in the area of PBIS incentives. Lakeview built a PBIS Rewards store from the ground up and we needed to stock our store with incentive prizes. This amount was the start up amount to get prizes for students to redeem their points. Additionally, we did not meet the strategy of having targeted professional development on at-risk youth which is why the actual amount is 0.

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

Supporting positive student behaviors remains an important goal. Sound Tier 1 practices (strong teacher-student rapport, good classroom management, social/emotional learning, etc.) need to be coupled with sound Tier 2 practices (access to counseling for targeted support, Check In/Check Out, and specific instruction in targeted skills) so as to prevent severe behaviors. The district's Special Education Department is working on finalizing a Behavioral MTSS (Multi-Tiered System of Supports) Plan that will guide efforts in this area. The school initiated a process for rewarding students with PBIS Rewards points as incentives/rewards for positive behavior to begin next school year. Lakeview and Orcutt junior high schools are planning to hold Respect Day events for students in 2023-2024. Respect Days are facilitated by Fighting Back Santa Maria Valley and engage a large group of students (100 students) in a discussion of the school's social climate and how to improve it.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

All students and student sub-groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP – Math % Students met/ exceeded standard	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.	Overall student performance decreased by 1.39% as measured by the CAASPP with only 26% of all students scoring as met or exceeded standard. The following percentages represent the percent of each subgroup who tested at or above standard. ELL: 0% (goal not met) Low Income: 14.89% (goal not met) Foster Youth: 0% (goal not met) Homeless Youth: 22.22% Students with Disabilities: 6.67% (goal met)

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Through established Professional Learning Communities (PLC): • PLC teams will identify essential common core standards • PLC Teams will establish common instruction and common assessments in Math geared to the essential California State Standards. • PLC Teams will regularly meet to review and	Established PLC teams met on weekly basis all school year and worked collaboratively on the following tasks: • Identification of essential standards • Establishing common instruction and common formative assessments in ELA geared to the essential standards • Reviewing and developing instruction and lessons in ELA	This will occur during weekly late start PLC time as well as the staff development days. None Specified District Funded 0	This will occur during weekly late start PLC time as well as the staff development days. None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
develop instruction and lessons in Math • PLC Teams will regularly meet to evaluate student progress. PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.	• Evaluating student progress PLC teams utilized the IXL online program for developing and administering common formative assessments.		
Teachers will participate in math staff development such as districtwide articulation, district- and county-provided inservices,and observations of exemplary programs with a focus on strategies for increasing numeracy, incorporating STEAM, and other areas identified through student achievement data. Math teachers will continue to identify essential standards, evaluating all available assessment data, and incorporating common assessments.	The Math Department participated in three days of training with district math consultant Elizabeth Hammonds. Hammonds also did classrooms observations to guide support.	Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 8,000	Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0
		Materials to support concepts learned through professional development, workshops and observations of exemplary programs 4000-4999: Books And Supplies LCFF - Supplemental 5,000	Materials to support concepts learned through professional development, workshops and observations of exemplary programs 4000-4999: Books And Supplies LCFF - Supplemental 0
Increased educational opportunities will be provided: After school math tutoring with one of our certificated teachers during Homework Club throughout the school year.	After school math tutoring was offered three days per week, with one day per week hosted by a credentialed math teacher.	Homework Club will be overseen by a credentialed teacher after school, 3 days per week. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,200	Homework Club will be overseen by a credentialed teacher after school, 3 days per week. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental
Continue implementation of Zearn online program for math intervention during the school day.	Continued use of Zearn for math intervention throughout the school day.	Software Licenses and technology to aid math instruction and intervention 4000-4999: Books And Supplies Title I Part A: Targeted	Software Licenses and technology to aid math instruction and intervention 4000-4999: Books And Supplies Title I Part A: Targeted

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Assistance Program 4,000	Assistance Program 5,400

Analysis

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

All activities were implemented as planned, and the initiative to provide math enrichment during after school childcare was a helpful addition. Professional development by Michele Douglass and Elizabeth Hammonds was somewhat hampered due to the lack of substitute teachers available to release teachers for the trainings.

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

Spring 2023 CAASPP results show only incremental growth in math achievement, and students in grades 3-8 generally are still performing at lower levels than they were before the pandemic. Math needs to remain a districtwide priority in 2023-2024, and additional action needs to be taken with math intervention.

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

Homework club expense was covered in Goal No. 1 of this plan. The other difference in proposed versus actual expenditures was adding a subscription of IXL to help math target their instructions and interventions. This cost was not allocated in the proposed expenditures. Also, no math teachers went to any conferences or workshops, which is why there were no expenditures.

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

At the end of the school year, a decision was made by the site principal to purchase IXL Math licenses for teachers to use the following year to supplement their math intervention instruction. IXL has a universal screening tool to better target student learning needs.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Survey Parent Survey	Over 98% of parents will Participate in Parent Square. October 2022 - Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school. The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (75%), notice when they are not there (70%), listen to them when they have something to say (76%), are there for them when they have a problem or concern (77%), and believe they will be a success (69%). The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the principal and school staff communicate with parents about what is happening at school (67%), teachers communicate with parents about what students about what students are expected to learn in class (75%), parents feel welcomed to be involved in the school (61%), there's someone at the school parents can talk to if they have a problem or concern (58%), and school staff will take parent concerns seriously (58%).	Fall 2023 Result: 427 families have contactable data in Parent Square. (98% of families are enrolled in Parent Square) The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (68%), notice when they are not there (68%), listen to them when they have something to say (69%), are there for them when they have a problem or concern (75%), and believe they will be a success (76%). The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the principal and school staff communicate with parents about what is happening at school (83%), teachers communicate with parents about what students about what students are expected to learn in class (78%), parents feel welcomed to be involved in the school (85%), there's someone at the school parents can talk to if they have a problem or concern (75%), and school staff will take parent concerns seriously (66%).

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Focus on Relationships and Social/Emotional Learning Teachers and schools will emphasize teacher-student relationships at the outset of the 2022-2023 school year. Regular lessons in social/emotional learning will be planned by our school counselor.	Teachers prioritize making a personal connection with each student. As possible, the district and school continued to plan special activities and learning experiences that provide motivation and socialization for students. Lakeview piloted offering soccer as a sport in the spring. Soccer was very well received, and Lakeview's girls even won the local league title.		
Support for Families The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The district will maintain the 1:1 technology device ratio to all students for use throughout the school year. The district will provide a range of parent education offerings via Zoom, other virtual platforms and in-person.	School events such as Back to School Night and Open House were well attended. Additionally, school events planned by the Parent Teacher Association (PTA) also were well attended. Families have responded to opportunities to be on campus and engage with the school. The district hired additional community liaisons to provide an added level of service to non-English-speaking families. Liaisons were required to schedule more on-campus time to increase their visibility and availability. Parent Square remains an indispensable platform for school-home communication. Schools and the district can send out "blasts" that reach large groups but also can send individual messages to parents to which parents can respond. The	District provided parent education nights None Specified District Funded 0	District provided parent education nights None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	translation capacity of Parent Square is of great assistance to non-English-speaking families.		
Begin the year with Trojan Trek and push for online data verification for all parents. This will get parents involved in the school prior to the school year that is starting.	Began the year with Trojan Trek and pushed for online data verification for all parents. This allowed parents to be involved in the school prior to the school year that is starting.	Trojan Trek is a pre-school orientation day. None Specified District Funded 0	Trojan Trek is a pre-school orientation day. None Specified District Funded 0

Analysis

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

The action plan was implemented as planned. The school continued to prioritize making connections with students and families.

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

While some families did attend events such as Back to School Night, Open House, etc., turnout and overall parent participation was quite low. There was very little PTA involvement this past school year as well. Due to not having a fully staffed office, events were not advertised as much as they have in the past.

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

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

The school would like to advertise events more often and perhaps combine events to increase attendance from over-committed parents and guardians. The school will consider bringing in entertainment or food options to encourage attendance as well. The school will dedicate more time to school connectedness and professional development activities around adults on campus connecting with all students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 96% for “All” students	Attendance for all students was at 91.98%.
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for “All” students and each subgroup. 2022: All Students 91.6% Chronic Absenteeism Rate : 32.08% 32.08% “All” Students 30.56% English Learner 40.31% Low Income 50% Homeless 33.33% Foster	All Students: 23.43% (101 students) English Learners: 27.78%. (10 students) Foster Youth: 42.86% (3 students) Homeless Youth: 38.89% (7 students) Low Income: 30.61% (15 students) Disabled: 29.17% (14 students) All goals for subgroups were met. While overall absenteeism decreased, it did not meet the goal of decreasing by 2%.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue to provide incentives for students who demonstrate good attendance. These incentives can include coupons and front of the line "giveaways" to students on college T-shirt day as well as other recognition.	Office assistants regularly reviewed attendance data and sent out notifications and truancy letters as appropriate. Referrals were made to the local School Attendance Review Board (SARB) when needed; SARB held families accountable and worked to remove barriers to students coming to school.	Provide certificates, lunch celebration, and incentives 4000-4999: Books And Supplies LCFF - Supplemental 750	Provide certificates, lunch celebration, and incentives 4000-4999: Books And Supplies LCFF - Supplemental 0
Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. Utilize	School administrators, teachers, office staff, and community liaisons continued to highlight the importance of school attendance in communication to	Santa Barbara County School Attendance Review Board None Specified District Funded 0	Santa Barbara County School Attendance Review Board None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).	students and parents throughout the 2022-2023 school year. As possible, office staff and teachers worked to recoup attendance credit by having students work on short-term independent study assignments.		
Provide support services through counseling for students in need	Lakeview's counselor works with families and students to improve student attendance.	Counselor for Lakeview None Specified District Funded 0	Counselor for Lakeview None Specified District Funded 0
Encourage students to be on time for school. Provide opportunities to remedy behavior through campus beautification at lunch.	Any students with unexcused tardies during 1st period participated in campus clean-up at lunch time.	Provide lunchtime campus cleanup activities for students who are tardy None Specified None Specified 0	Provide lunchtime campus cleanup activities for students who are tardy None Specified None Specified 0
		Admin contact/counseling with families of students with excessive tardies 1000-1999: Certificated Personnel Salaries None Specified 0	Admin contact/counseling with families of students with excessive tardies 1000-1999: Certificated Personnel Salaries None Specified 0

Analysis

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

Actions listed were implemented as planned. Attendance was a priority throughout the year, although the data showed that attendance remained lower than desired.

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

The school worked diligently to promote school attendance, screen attendance data, and make truancy notifications as needed, but these actions were not enough to hold off trends that included the continuance of COVID cases and trends that had parents holding ill children out of school for longer periods.

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

Due to challenges with office staffing the school was not able to implement attendance incentives as planned.

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

Attendance data from 2022-2023 indicate that the district and its schools will need to shore up their efforts around attendance even more in 2023-2024. The district will run an attendance campaign in observance of Attendance Awareness Month in September. The district has rewritten its four attendance letters (for chronic absenteeism, excessive tardiness, the first truancy notification, and the second truancy notification) to remove legal language and make them more readable; additionally, these letters will be embedded in the Aeries student information system to make it easier for

office assistants to send them. Principals also would like to provide more incentives for good or improved school attendance. Community liaisons can assist with incentives during their on-campus time.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Performance: English Language Arts

Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Language Arts.

Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Students with Disabilities, and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP – ELA % Students met/ exceeded standard	Results from Spring 2023 CAASPP state standards-aligned test for 7th and 8th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery:The following percentages represent the percent of each subgroup who tested at or above standard. ELL: 5.71% Low Income: 25.53% Foster Youth: 0% Homeless Youth: 27.78% Students with Disabilities: 6.82%	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard.

Planned Strategies/Activities

Strategy/Activity 1

Through established Professional Learning Communities (PLC):

- PLC teams will identify essential common core standards

- PLC Teams will establish common instruction and common assessments in ELA geared to the essential California State Standards.
- PLC Teams will regularly meet to review and develop instruction and lessons in ELA.
- PLC Teams will regularly meet to evaluate student progress.

PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	This will occur during weekly late start PLC time as well as the November and March staff development day. Support for PLC Lead Teachers (stipend) is provided by the district using LCFF Supplemental funds.

Strategy/Activity 2

Teachers will have opportunities to attend California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers also will have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There also will be release time and training focused on reading intervention.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and workshops.

Strategy/Activity 3

Continue a four-days-per-week intervention period targeting reading intervention for students performing below grade level.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Software for ELA intervention and support including Newsela software licenses and training
Amount	5000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Reading/ELA Intervention materials and technology to support intervention classes 4 days/week.

Strategy/Activity 4

Increased educational opportunities will be provided: The Homework Club will provide after school homework help and computer access. It will be staffed by a credentialed teacher.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Homework Club will be overseen by a credentialed teacher after school, 3 days per week.

Strategy/Activity 5

Identified students who scored in the "Not Met Standard" on the CAASPP, had Teacher recommendation, and/or scored in Level 1 or Level 2 on the Fall 2023 NWEA Reading Test will be recommended for placement in intervention classes. The intervention class will address learning deficits to increase proficiency in ELA.

Additional support staff will be made available for these classes.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Increase opportunities provided for identified students with academic needs.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions and Climate: Suspension Rate

Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and ultimate impact on student achievement

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	Suspension Rate for 2022-23: 15.08% Suspension Rate (total) Subgroup percentages are as follows: 29.17% Special Education 28.57% Socioeconomically Disadvantaged 30.56% English Learners 16.67% Homeless 42.86%Foster Youth .002 % Expulsion Rate (All Students)	Decrease/Maintain suspension/expulsion rates for all students and subgroups by 2%.

Planned Strategies/Activities

Strategy/Activity 1

Meaningful Relationships:

At the outset of the school year, teachers will focus on establishing relationships and rapport with students. The school's "Dream Believe Act Achieve" theme embraces this.

Teacher-student relationships will be focused on academic growth, behavioral attributes of good citizenship, and lifelong learning. The school will provide a caring approach to guiding students.

As possible, Lakeview will prepare students for real-world experiences. Its approach for behavioral guidance will be well rounded, including incentives for good citizenship and/or academic achievement.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Assemblies, rewards, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly.

Strategy/Activity 2

Lakeview will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2023-2024. The school will continue to utilize positive reinforcers (PBIS Rewards point for prizes) to encourage students to meet the expectations.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Administration and teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Incentives and instructional materials for PBIS implementation

Strategy/Activity 3

After school detention will serve as another step prior to on- or off-campus suspension of students. Students will bring and complete practice and other schoolwork in detention. The intent of this detention period is to provide students a restorative time to reflect on the behavior resulting in the detention and ultimately deter students from severe behavior resulting in suspension.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Restorative Detention will be run after school two times a week to provide consequences for inappropriate student behavior and avoid suspension.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Performance: Mathematics

Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Mathematics.

Basis for this Goal

Students need to be equipped with mathematic skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Students with Disabilities, and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include Math instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP – Math % Students met/ exceeded standard	All students - Overall student performance decreased by 1.39% as measured by the CAASPP with only 26% of all students scoring as met or exceeded standard. The following percentages represent the percent of each subgroup who tested at or above standard. ELL: 0% Low Income: 14.89% Foster Youth: 0% Homeless Youth: 22.22% Students with Disabilities: 6.67%	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.

Planned Strategies/Activities

Strategy/Activity 1

Through established Professional Learning Communities (PLC):

- PLC teams will identify essential common core standards

- PLC Teams will establish common instruction and common assessments in Math geared to the essential California State Standards.
- PLC Teams will regularly meet to review and develop instruction and lessons in Math
- PLC Teams will regularly meet to evaluate student progress.

PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	This will occur during weekly late start PLC time as well as the staff development days.

Strategy/Activity 2

Teachers will participate in math staff development such as districtwide articulation, district- and county-provided inservices, and observations of exemplary programs with a focus on strategies for increasing numeracy, and other areas identified through student achievement data. Math teachers will continue to identify essential standards, evaluating all available assessment data, and incorporating common assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations
Amount	5,000

Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support concepts learned through professional development, workshops and observations of exemplary programs

Strategy/Activity 3

Increased educational opportunities will be provided: After school math tutoring with one of our certificated teachers during Homework Club throughout the school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Homework Club will be overseen by a credentialed teacher after school, 3 days per week.

Strategy/Activity 4

Continue implementation of Zearn and IXL online programs for math intervention during the school day.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Software Licenses and technology to aid math instruction and intervention

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Supportive Learning Environments

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

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

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey	October 2022 - Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school. The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (75%), notice when they are not there (70%), listen to them when they have something to say (76%), are there for them when they have a problem or concern (77%), and believe they will be a success (69%). The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the principal and school staff communicate with parents about what is happening at school (67%), teachers communicate with parents about what students about what students are expected to learn in	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.

Metric/Indicator	Baseline	Expected Outcome
	class (75%), parents feel welcomed to be involved in the school (61%), there's someone at the school parents can talk to if they have a problem or concern (58%), and school staff will take parent concerns seriously (58%).	

Planned Strategies/Activities

Strategy/Activity 1

Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2022-2023 school year. Regular lessons in social/emotional learning will be planned by our school counselor.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff, Counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will maintain the 1:1 technology device ratio to all students for use throughout the school year.

The district will provide a range of parent education offerings via Zoom, other virtual platforms and in-person.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	District provided parent education nights

Strategy/Activity 3

Begin the year with Trojan Trek and push for online data verification for all parents. This will get parents involved in the school prior to the school year that is starting.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022

Person(s) Responsible

Admin/Staff/PTSA/District

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Trojan Trek is a pre-school orientation day.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Academic Engagement: Student Attendance and Chronic Absenteeism

Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

LCAP Goal

Provide a rich diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	2021-2022: 91.98%	Increase attendance rate to 96% for “All” students
Chronic Absenteeism Rate	All Students: 23.43% (101 students) English Learners: 27.78%. (10 students) Foster Youth: 42.86% (3 students) Homeless Youth: 38.89% (7 students) Low Income: 30.61% (15 students) SWD: 29.17% (14 students)	Decrease Chronic Absenteeism by 2% for “All” students and each subgroup.

Planned Strategies/Activities

Strategy/Activity 1

Continue to provide incentives for students who demonstrate good attendance. These incentives can include coupons and front of the line "giveaways" to students on college T-shirt day as well as other recognition.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administrators/Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	750
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Provide certificates, lunch celebration, and incentives

Strategy/Activity 2

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

Students to be Served by this Strategy/Activity

Students identified as chronically absent

Timeline

Ongoing

Person(s) Responsible

Admin/Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Santa Barbara County School Attendance Review Board

Strategy/Activity 3

Provide support services through counseling for students in need

Students to be Served by this Strategy/Activity

Students identified as chronically absent

Timeline

Ongoing

Person(s) Responsible

Administration and School Counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Counselor for Lakeview

Strategy/Activity 4

Encourage students to be on time for school. Provide opportunities to remedy behavior through campus beautification at lunch.

Students to be Served by this Strategy/Activity

Students identified as chronically tardy

Timeline

Ongoing

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Provide lunchtime campus cleanup activities for students who are tardy
Amount	0
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Admin contact/counseling with families of students with excessive tardies

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	43,250.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Targeted Assistance Program	11,347.00	1,347.00
LCFF - Supplemental	41,892.00	8,642.00
Site Formula Funds	0	0.00
Other	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	33,250.00
None Specified	0.00
Title I Part A: Targeted Assistance Program	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,500.00
4000-4999: Books And Supplies	24,750.00
5000-5999: Services And Other Operating Expenditures	10,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,750.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,000.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	10,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Kelly Osborne	Principal
Karen Ebner	Classroom Teacher
Lauren Flatley	Classroom Teacher
Scott Alvarez	Other School Staff
Priscilla Ruiz	Parent or Community Member
Gloria Hernandez	Parent or Community Member
Kaylee Brown	Secondary Student
Azaylea Pereyra	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Leadership Team and School Staff

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 17, 2022.

Attested:

Principal, Kelly Osborne on 10/27/2023
SSC Chairperson, Karen Ebner on 10/27/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2023-24**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Orcutt Academy Charter School
Address	500 Dyer St. Orcutt, CA 93455
County-District-School (CDS) Code	42692600116434
Principal	9-12: Rhett Carter TK-8: Jared Banks
District Name	Orcutt Academy Charter
SPSA Revision Date	October 19, 2023
Schoolsite Council (SSC) Approval Date	October 19, 2023
Local Board Approval Date	November 8, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission

The mission of the Orcutt Academy is to create a learning community which values the application of academic learning in the "real world" while promoting Intercultural understanding and respect for others. The creation of new knowledge is encouraged and expected, thereby equipping graduates for successful academic and workforce experiences as lifelong learners.

The Orcutt Academy's Schoolwide Learner Outcomes (SLOs)

- Generate strong relationships. OA students will capitalize on a nurturing, inclusive environment to build strong relationships with each other and with staff.
- Refine academic and life skills. OA students will develop and apply academic and life skills. OA will provide high academic expectations and rigor while also providing timely interventions to ensure the success of all students.
- Exhibit a plan for the future. OA will prepare its students for college and career success. Students will graduate with a plan for postsecondary success that reflects individual goals and interests.
- Attitude rooted in responsibility and character. OA students are challenged to make moral and ethical decisions and to give back to their community.
- Total connection with school. OA students become affiliated with the school through involvement in a variety of extracurricular and cocurricular activities.

In addition, Orcutt Academy High School developed its own strategic plan in 2014-2015. Following is the OAHS plan:

Mission Statement

The mission of Orcutt Academy Charter High School is to provide our students with a rigorous academic program, extracurricular opportunities for all, and a tight-knit school culture where students are connected with our teachers and staff. The overarching goal is to equip each student with the ability to be college/career-ready upon graduation.

Key principles govern this collaboration: personal relationships, respect, and understanding among all students, parents, and staff at Orcutt Academy.

Vision Statement

Orcutt Academy High school will lead students to achieve excellence in a wide range of academics and extracurricular activities in a 21st Century charter high school facility. We will equip students for the demands and opportunities of the future by attracting and maintaining high-quality teachers and staff who challenge students to be focused on college/career readiness through a disciplined and caring environment where conduct, ethics, and high morals are expected.

Core Beliefs (from Orcutt Academy Charter)

- All students can learn.
- Students learn best in dynamic, collaborative environments.
- Disengagement and low student achievement can be reversed through small learning communities which permit and enable students to make, create, establish, and generate new knowledge through "hands-on" and "minds-on" learning strategies.
- Pursuit of rigorous academic standards requires real world experiences outside of the traditional classroom.
- Educational experiences which establish cross curricular linkages make learning meaningful.
- Educators working collaboratively with community partners can create powerful learning environments.
- Parent involvement is essential if the opportunity for every child to learn is to be maximized.
- Small school size acts as a facilitating factor for desirable student learning outcomes.
- Meaningful application of knowledge in a career/technical education experience promotes lifelong learning.

Goals

1. College/Career Ready Students
    - High expectations for student performance and effort

- Standards-aligned instructional materials
- College credit for more OAHS classes
- Expansion of Get Focused...Stay Focused including all seniors taking Success 103 as a graduation requirement
- Development of career pathways in one to two fields
- Expansion of career/workforce exploration
- Smaller class sizes

2. Disciplined, Caring Environment
- High expectations for student conduct
- Caring staff
- Support for students' non-academic needs
- Extracurricular activities that connect students to each other and the school
- Parent/family involvement in the school
- Community involvement in the school

3. Attracting/Maintaining High Quality Teachers/Staff
- Recruitment of high quality teachers/staff
- Professional development for all teachers/staff
- Teacher on Special Assignment (TOSA) to assist with standards implementation and development of career pathways
- Strengthening of Professional Learning Community (PLC) teams and processes
- Sufficient staff support for students and teachers

4. 21st Century Charter High School Facility
- Additional classroom space to accommodate school enrollment and programs
- Updated technology tools and furniture to support project-based learning
- Technology in all classrooms
- Stronger bandwidth and networking
- Improved science labs
- Improved performance arts facilities
- Campus security
- Campus beautification/Spartan Pride

School Profile

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District. The Orcutt Academy operates under its own distinct County/District/School (CDS) number and designated Charter number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts. The Orcutt Academy uses thematic learning strategies in grades TK-8 that transition to college preparatory and Advanced Placement and concurrent college enrollment opportunities at the high school level. The school has been successful on many levels. It has strong student assessment results, strong enrollment interest from students and families, and a six-year accreditation term from the Western Association of Schools and Colleges (WASC). In Fall 2013, the Orcutt Union School District Board of Trustees received a California School Boards Association Golden Bell Award for its leadership and initiative in envisioning, launching, and operating Orcutt Academy High School. Orcutt Academy High School again achieved a "Gold" rating from U.S. News & World Report, distinguishing it as one of the top high schools in the nation and was designated as the top high school in Santa Barbara County and the #2 high school in both San Luis and Santa Barbara counties. In Spring 2018, the Orcutt Academy's charter was renewed for the second time by the Orcutt Union School District Board of Trustees. The current school year is OA's 14th year of operation.

Located on two sites, the Orcutt Academy includes classroom-based learning on two separate campuses. The school currently has 640 students enrolled at its high school in Old Orcutt and 140 at its TK-8 campus in Los Alamos for a total of 780 students.
The subgroup composition at each campus is as follows:
- OAHS: 1.72% English Learners, 8.28% Special Education, and 25.6% socioeconomically disadvantaged
- OAK-8: 4.29% English Learners, 11.43% Special Education, and 22.14% socioeconomically disadvantaged

Unlike other schools in the Orcutt Union School District, the Orcutt Academy must recruit every student. This has created a business model that puts customer satisfaction in the forefront, with the success and survival of the Orcutt Academy depending on positive reviews from students, parents, and the community. The entire staff, TK-12, has embraced this concept, as demonstrated by the positive feedback on school climate surveys from all stakeholders and increasing interest in enrollment. In the current school year the ethnic composition of each campus is as follows:

- OAHS: 46.1% Hispanic, 37.8% White, 9.25% Multi-ethnic, .48% American Indian/Alaskan Native, 1.13% Asian (non-Hispanic), 1.77% Filipino 2.25% Black/African American, 0.5% Hawaiian/Pacific Islander.
- OAK-8: 40.7% Hispanic, 44.3% White, 12.9% Multi-ethnic, 0.7% American Indian/Alaskan Native, 1.4% Filipino, 0.7%.

School Status - In Spring 2023, the Orcutt Academy participated in its sixth administration of Smarter Balanced Assessments aligned with the Common Core State Standards. Students in grades 3-8 and 11 took the assessments in association with the California Assessment of Student Performance and Progress (CAASPP). In English/language arts, 61.19% of OA students exceeded or met standard, down a touch from 63.29% in the most recent CAASPP administration in Spring 2022. In Math, 42.16% of students at OAHS exceeded or met standard, down from 44.77% in Spring 2022. Generally, the percentage of students meeting or exceeding standards increased with the progression of grade levels. Staff note that math results are significantly lower than English/language arts results. Additional analysis on OA students' SBAC performance can be found in the "School and Student Performance Data" section of this document.

School Finances – The charter school has a five-year budget projection (including the current year) that assists the school in staying solvent and making sure it can underwrite its mission. Since the school’s inception in 2008, it has received a positive and clear academic and fiscal audit annually.

Enrollment - The public’s enrollment interest in Orcutt Academy Charter School has remained strong. The TK-8 campus has extensive wait lists for grades K-8, and the high school has wait lists for grades 9, 10, and 11.

Language Proficiency/English Learners: English Learners represent a growing percentage of OA's students. Students are redesignated by having an early advanced or higher score on the English Language Proficiency Assessments for California (ELPAC), a minimum passing score on the Student Oral Language Observation Matrix (SOLOM), a 50th percentile or higher score on a norm-referenced test in reading comprehension and math, classroom evidence demonstrating progress towards “at standard” performance, and a ‘C’ or higher in English. All teachers at both high school and K-8 campuses have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

Other Special Programs: Special Education students receive services based on their Individual Educational Plans (IEP). Special Education services at the Orcutt Academy include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. These services are provided by the district and the county; however, regionalized services are provided as well. These include vision and hard of hearing services. At both OAK-8 and OAHS, Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students.

Specialized academic instruction is offered to K-8 students through both pull-out and in-classroom services. On the high school campus, Special Education services are provided through a learning center model. Teachers are updated on students’ special needs/accommodations at the beginning of every semester.

At the high school, students who have the ability to do so are encouraged to take Advanced Placement (AP) courses in English, history, science, math, and Spanish. Qualified students can take advantage of the College Now program offered by Allan Hancock College on the AHC campus as well as the high school's campus before the school day. Also, the high school is capitalizing on an agreement with Hancock for concurrent enrollment (college credit) for eight of the high school's courses, including the PROD 301 course required of all freshmen.

Average Daily Attendance: Because enrollment in the Orcutt Academy is determined by a lottery, parents and students are highly motivated to attend on a regular basis. Student choice seems to be a large determining factor that brings students to the school. Annual student and parent survey data reveal three trends regarding attendance: (1) students like the school’s small size, (2) the academic program combined with the activities program seems important to our students, and (3) students like the “family” feeling of the school.

Average Daily Attendance (ADA) rates for 2022-2023 were 93.89% at OAHS, 90.83% at OAK-8. Attendance was greatly affected by the continuation of the COVID-19 pandemic. This is borne out in chronic absenteeism (absenteeism > 10%)

data, as 16.31% of OAHS students and 26.09% of OAK-8 students were chronically absent in 2022-2023.

Students Involved in Extracurricular Activities – Extra-curricular activities (ASB/Leadership, clubs, sports, volunteer opportunities) abound at the high school level; in fact, approximately 82 percent of students participate in athletics and a substantial percentage are involved in clubs and organizations. The grade K-8 campus enjoys academic competitions, clubs, and numerous academic field trips.

College Readiness - The University of California's "a-g" requirements were fulfilled by 67.1% of the school's graduating Class of 2023, down a bit from 68.5% in 2022.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed with school leadership on the following dates: October 10, 2023 and October 24, 2023.

The SPSA was discussed with leadership teams of OAK-8 and OAHS at meetings held on September 14 and September 28 respectively. At OAHS, the SPSA annual review and action plan also were discussed at a PLC Lead meeting and a subsequent staff Meeting on October 11 and 12.

Discussions included a thorough review of school data using the California School Dashboard (Academic Performance, Academic Engagement, and Conditions and Climate) and additional districtwide and schoolwide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

The Orcutt Academy School Advisory Council met on October 19, 2023, to review and edit the SPSA. Members reviewed school data, progress toward previous goals, school goals, and action plans to meet the goals.

The SPSA was approved by the School Advisory Council on October 19, 2023.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.13%	0.39%	2	1	3
African American	0.8%	1.31%	1.83%	7	10	14
Asian	2.3%	1.96%	2.09%	20	15	16
Filipino	2.3%	2.09%	2.09%	20	16	16
Hispanic/Latino	38.7%	43.59%	41.59%	337	333	319
Pacific Islander	0.6%	0.39%	0.39%	5	3	3
White	47.4%	42.15%	41.85%	413	322	321
Multiple/No Response	6.4%	6.94%	7.82%	56	53	60
			Total Enrollment	871	764	767

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	35	20	20
Grade 1	20	14	14
Grade 2	33	14	14
Grade3	28	14	14
Grade 4	22	14	14
Grade 5	29	16	16
Grade 6	24	16	16
Grade 7	26	16	16
Grade 8	29	16	16
Grade 9	154	161	188
Grade 10	187	150	152
Grade 11	142	176	132
Grade 12	142	137	155
Total Enrollment	871	764	767

Conclusions based on this data:

1. OAHS currently stands at an enrollment of 640. Staff met the goal of growing enrollment at OAHS to over 625. OAK-8 has maintained an enrollment of 140.

2. Between the 2020-2021 and 2021-2022 school years, the charter lost over 100 students due to OA Independent Study being removed from the Orcutt Academy umbrella. IS students now are part of the non-charter Orcutt School for Independent Study.

3. Kindergarten numbers include Transitional Kindergarten students, so actual kindergarten enrollment is lower than reported.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	29	26	22	3.3%	3.4%	2.9%
Fluent English Proficient (FEP)	76	91	95	8.7%	11.9%	12.4%
Reclassified Fluent English Proficient (RFEP)	5			17.2%		

Conclusions based on this data:

1. The number of English Learners at OA has decreased slightly.
2. The number of Fluent English Proficient students has increased slightly.
3. Our ELD (English Support) class was introduced in 20-21 and has been successful at helping students at the high school.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26	14	14	0	14	14	0	14	14	0.0	100.0	100.0
Grade 4	21	14	14	0	13	14	0	13	14	0.0	92.9	100.0
Grade 5	29	16	16	0	16	16	0	16	15	0.0	100.0	100.0
Grade 6	24	16	16	0	16	16	0	16	16	0.0	100.0	100.0
Grade 7	25	16	17	0	16	16	0	16	16	0.0	100.0	94.1
Grade 8	28	16	16	0	15	16	0	15	16	0.0	93.8	100.0
Grade 11	139	157	129	123	147	113	123	147	110	88.5	93.6	87.6
All Grades	292	249	222	123	237	205	123	237	201	42.1	95.2	92.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2397.	2439.		14.29	35.71		28.57	42.86		14.29	0.00		42.86	21.43
Grade 4		2438.	2501.		15.38	42.86		7.69	21.43		38.46	21.43		38.46	14.29
Grade 5		2522.	2486.		25.00	26.67		31.25	13.33		25.00	26.67		18.75	33.33
Grade 6		2518.	2563.		18.75	25.00		25.00	50.00		31.25	12.50		25.00	12.50
Grade 7		2608.	2582.		37.50	25.00		18.75	43.75		31.25	12.50		12.50	18.75
Grade 8		2583.	2575.		13.33	12.50		46.67	43.75		26.67	31.25		13.33	12.50
Grade 11	2660.	2642.	2594.	42.28	39.46	28.18	39.84	33.33	30.91	14.63	19.73	19.09	3.25	7.48	21.82
All Grades	N/A	N/A	N/A	42.28	32.49	27.86	39.84	30.80	33.33	14.63	22.78	18.41	3.25	13.92	20.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11	45.53	36.73	27.27	51.22	52.38	54.55	3.25	10.88	18.18
All Grades	45.53	32.07	27.36	51.22	55.27	55.72	3.25	12.66	16.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11	34.96	38.10	31.19	58.54	53.06	46.79	6.50	8.84	22.02
All Grades	34.96	31.22	29.00	58.54	54.43	49.50	6.50	14.35	21.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11	17.07	23.13	19.09	80.49	65.99	64.55	2.44	10.88	16.36
All Grades	17.07	16.88	17.91	80.49	71.73	70.15	2.44	11.39	11.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11	48.78	32.65	21.82	48.78	61.22	64.55	2.44	6.12	13.64
All Grades	48.78	24.89	23.38	48.78	65.82	64.18	2.44	9.28	12.44

Conclusions based on this data:

1. Here is our analysis of the most recent CAASP English/language arts data:
In 11th grade, ELA achievement went from 72% met or exceeded in spring 2022 to 59% met or exceeded in Spring 2023.
A closer look at grade-level data indicates that proficiency was stronger in grades 4 (64%), 6 (75%), 7 (69%), and 11 (59%). This lowering trend could still be the after-effects of the pandemic on our student population.

2. Achievement in the sub-areas within English/language arts was relatively even, as the four sub-areas ranged from 80% to 91% above or near standard. Of the sub-areas within English/language arts, Research/Inquiry (91% above or near standard) was the highest and Writing was the lowest with (22% below standard).

3. Writing remains a priority at both sites. OAK-8 and the high school have made writing, specifically increasing expectations for student written performance, a focus area for Tier 1 instruction.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26	14	14	0	14	14	0	14	14	0.0	100.0	100.0
Grade 4	21	15	14	0	14	14	0	14	14	0.0	93.3	100.0
Grade 5	29	16	16	0	16	16	0	16	16	0.0	100.0	100.0
Grade 6	24	16	16	0	16	16	0	16	16	0.0	100.0	100.0
Grade 7	25	16	17	0	16	16	0	16	16	0.0	100.0	94.1
Grade 8	28	17	16	0	16	16	0	16	16	0.0	94.1	100.0
Grade 11	139	157	129	118	147	112	118	147	112	84.9	93.6	86.8
All Grades	292	251	222	118	239	204	118	239	204	40.4	95.2	91.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2425.	2454.		7.14	21.43		42.86	42.86		35.71	28.57		14.29	7.14
Grade 4		2457.	2502.		14.29	14.29		35.71	57.14		14.29	14.29		35.71	14.29
Grade 5		2501.	2464.		0.00	18.75		43.75	6.25		43.75	18.75		12.50	56.25
Grade 6		2500.	2571.		12.50	31.25		18.75	37.50		43.75	25.00		25.00	6.25
Grade 7		2591.	2551.		37.50	25.00		25.00	18.75		18.75	25.00		18.75	31.25
Grade 8		2581.	2583.		25.00	18.75		25.00	18.75		31.25	37.50		18.75	25.00
Grade 11	2630.	2611.	2575.	19.49	17.69	15.18	29.66	25.17	19.64	30.51	29.93	29.46	20.34	27.21	35.71
All Grades	N/A	N/A	N/A	19.49	17.15	18.14	29.66	27.62	24.02	30.51	30.54	27.45	20.34	24.69	30.39

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11	25.42	23.13	17.86	51.69	54.42	50.00	22.88	22.45	32.14
All Grades	25.42	21.34	20.59	51.69	56.90	51.47	22.88	21.76	27.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11	23.73	21.77	17.86	65.25	59.86	58.04	11.02	18.37	24.11
All Grades	23.73	19.67	19.61	65.25	59.41	54.90	11.02	20.92	25.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11	22.03	24.49	14.29	68.64	62.59	62.50	9.32	12.93	23.21
All Grades	22.03	22.18	18.63	68.64	62.34	61.27	9.32	15.48	20.10

Conclusions based on this data:

1. Here is our analysis of the most recent CAASP mathematics data:

   In 11th grade, mathematics achievement went from 49% met or exceeded in 2021 to 34% in 2023.A closer look at 2023 grade-level data indicates that proficiency was stronger in grades 4 (71% met or exceeded) and 6 (69%). Generally speaking, grade levels progress unevenly.

2. The sub-areas within mathematics were relatively close in 2023, with Communicating Reasoning (79.8% near or above standard), Concepts & Procedures (72.1%), Problem Solving (74.5%) within five percentage points of each other. The Leadership Team for the K-8 campus has chosen to continue Concepts and Procedures as a focus area for initial (Tier 1) instruction this school year. Teachers have identified essential concepts, procedures, and sets of mathematical facts that students need to master. Teachers will be working throughout the year to make sure that students have this essential knowledge by year's conclusion. This will be supported by adherence to Essential Standards identified by district math consultant Michele Douglass.

3. Mathematics achievement remains lower overall than English/language arts achievement and remains a priority in the high school and the district.

   Due to staff analysis of CAASPP results, OAHS has continued its section of Algebra Support course to help with the transition between junior high math and Algebra. Teachers in the Math Department have collaborated with feeder schools to identify students who show gaps in their math proficiency. We have added a collaborative teaching course where the Resource teacher works with the math teacher in class to support students with these significant gaps.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		6	5	
10	*	*		*	*		*	*		6	6	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades										23	21	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	26.09	28.57		60.87	57.14		8.70	14.29		4.35	0.00		23	21	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	65.22	33.33		26.09	61.90		4.35	4.76		4.35	0.00		23	21	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	13.04	14.29		39.13	42.86		34.78	38.10		13.04	4.76		23	21	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	26.09	23.81		65.22	76.19		8.70	0.00		23	21	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	86.96	57.14		8.70	42.86		4.35	0.00		23	21	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	17.39	23.81		43.48	66.67		39.13	9.52		23	21	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	21.74	19.05		69.57	66.67		8.70	14.29		23	21	

Conclusions based on this data:

1. Due to the insignificant number of English Learners at OA, in-depth analysis of ELPAC results is not possible. Nonetheless, data points to a continued emphasis on designated and integrated English Language Development (ELD) for these students.
2. The high school continues to use the English Support course during the school day to support English Language Learners.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
764	**26.2**	**3.4**	**0.4**
Total Number of Students enrolled in Orcutt Academy Charter School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	3.4
Foster Youth	3	0.4
Homeless	2	0.3
Socioeconomically Disadvantaged	200	26.2
Students with Disabilities	71	9.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.3
American Indian	1	0.1
Asian	15	2.0
Filipino	16	2.1
Hispanic	333	43.6
Two or More Races	53	6.9
Pacific Islander	3	0.4
White	322	42.1

Conclusions based on this data:

1.

In 2022-2023, the school's ethnic make-up was as follows:

- OAHS: 46.1% Hispanic, 37.8% White, 9.25% Multi-ethnic, .48% American Indian/Alaskan Native, 1.13% Asian (non-hispanic), 1.77% Filipino 2.25% Black/African American, 0.5% Hawaiian/Pacific Islander.
- OAK-8: 40.7% Hispanic, 44.3% White, 12.9% Multi-ethnic, 0.71% American Indian/Alaskan Native, 1.4% Filipino, 0.7%.

- OAHS: 2.54% English Learners, 7.31% Special Education, and 25.6% socioeconomically disadvantaged
- OAK-8: 4.29% English Learners, 11.43% Special Education, and 22.14% socioeconomically disadvantaged

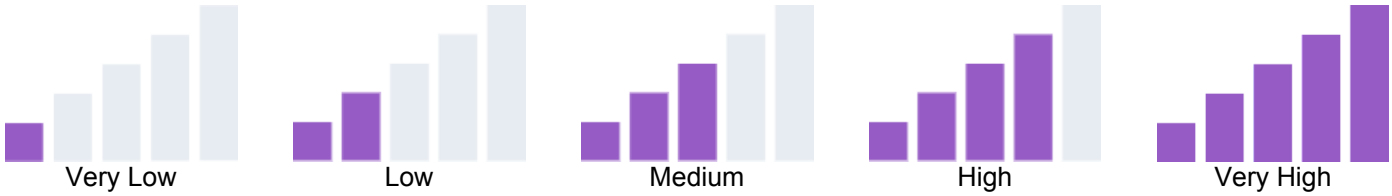
The percentages of low-income students and students with disabilities has slightly increased while the percentage of English Learners has slightly decreased.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Graduation Rate** Very High	**Suspension Rate** Low
Mathematics Medium	**Chronic Absenteeism** Very High	
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Here is our analysis of the most recent California School Dashboard data:

   In Academic Performance, OAHS E/LA achievement decreased by 13 points while their math decreased by 9 points.

2. In Academic Engagement, OAHS has strong graduation rate and College and Career Readiness with a 99.2% graduation rate as well 78% College and Career Ready.

3. OAHS's Chronic Absenteeism rate increased significantly during the 2022-23 school year.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	0	1	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

High
39.0 points above standard
234 Students

English Learners

No Performance Level
3.1 points below standard
16 Students

Foster Youth

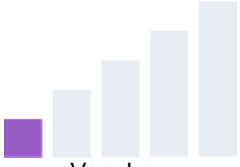
No Performance Level
2 Students

Homeless

Socioeconomically Disadvantaged

High
22.6 points above standard
65 Students

Students with Disabilities



Very Low
73.8 points below standard
30 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 3 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 4.8 points above standard 98 Students	No Performance Level 18.8 points above standard 12 Students		Very High 65.0 points above standard 110 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
4 Students	10.1 points above standard 12 Students	39.5 points above standard 204 Students

Conclusions based on this data:

1. Here is our analysis of the most recent CAASP English Data:

   This data appears incomplete as this is only displaying 234 students from the charter. Without updated data, we are unable to make informed analysis.

2. Hispanic students show an equity gap with all students, as their rating is 4.8 points above standard compared to all students being 39 points above standard. The Hispanic subgroup merits additional attention in this content area.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

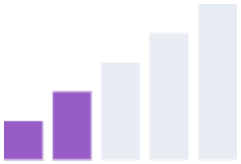
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
1	2	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	No Performance Level
15.5 points below standard	81.5 points below standard	2 Students
234 Students	16 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	Very Low
	48.7 points below standard	95.4 points below standard
	65 Students	30 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 3 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 50.4 points below standard 98 Students	No Performance Level 48.1 points below standard 12 Students		High 11.3 points above standard 110 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
4 Students	69.7 points below standard 12 Students	11.9 points below standard 204 Students

Conclusions based on this data:

1. Here is our analysis of the most recent CAASP Math Data:

   This data appears incomplete as this is only displaying 234 students from the charter. Without updated data, we are unable to make informed analysis.

2. Socioeconomically Disadvantaged students show an equity gap with all students with this subgroup being 48.7 points below standard compared to All Students being 15.5 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
41.2 making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.4%	29.4%	0.0%	41.2%

Conclusions based on this data:

1. The data is uneven from Fall 2022 with 29% of ELs decreasing one level, 29% of ELs maintaining, and 41% progressing one level. OA does not have a great number of English Learners, and the vast majority are at higher levels of language acquisition.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

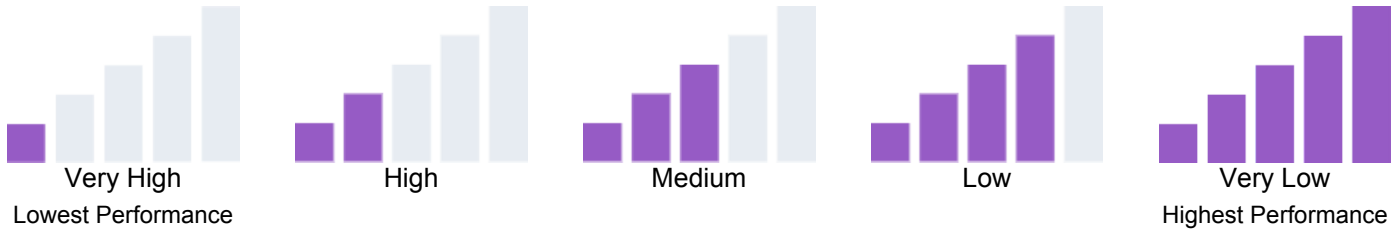
1. No Data

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

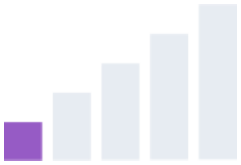
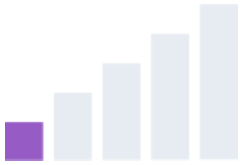
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High 26.9% Chronically Absent 145 Students	No Performance Level Less than 11 Students 7 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High 35.9% Chronically Absent 39 Students	No Performance Level 27.3% Chronically Absent 22 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 1 Student		No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 32.3% Chronically Absent 62 Students	No Performance Level 27.3% Chronically Absent 11 Students		 Very High 20.6% Chronically Absent 68 Students

Conclusions based on this data:

1. OAHS has 27% of students qualifying as chronically absent, which is an increase of 8 points.
2. Students who were socioeconomically disadvantaged showed an equity gap with all students, as their rating is lower than the overall Chronic Absenteeism rating. These students are chronically absent and this mark increased from the previous year.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	3

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	
95.6% graduated	Less than 11 Students	
136 Students	2 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	No Performance Level
Less than 11 Students	96.6% graduated	Less than 11 Students
1 Student	59 Students	9 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
1 Student		4 Students	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	No Performance Level	No Performance Level	Very High
96.4% graduated	Less than 11 Students	Less than 11 Students	95.3% graduated
55 Students	7 Students	2 Students	64 Students

Conclusions based on this data:

1. Graduation rate continues to be a strong category for Orcutt Academy High School. The Graduation Rate indicators for all students (99.97% of whom graduated) and for all subgroups are blue. All Hispanic and Socioeconomically Disadvantaged students graduated, and White students graduated at a 99.97% rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

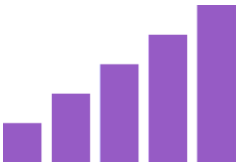
Very High	High	Medium	Low	Very Low
0	0	1	3	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
1.7% suspended at least one day	3.7% suspended at least one day	Less than 11 Students
776 Students	27 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
Less than 11 Students	3.3% suspended at least one day	1.3% suspended at least one day
2 Students	215 Students	78 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
10 Students	1 Student	15 Students	16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Low	Very Low	No Performance Level	Low
2.1% suspended at least one day	0% suspended at least one day	Less than 11 Students	1.5% suspended at least one day
335 Students	66 Students	3 Students	330 Students

Conclusions based on this data:

1. The Suspension Rate at OAHS for 2022-2023 was 3.46%
2. Many of the suspensions in 2022-2023 were related to tobacco use and vaping. As a response, the high school worked with a Fighting Back Santa Maria Valley as well as CADA through UCSB to help educate students that had committed offenses in lieu of suspension from school.
3. Suspensions increased this last year at OAHS.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessments in English/language arts	Increase E/LA proficiency by 5% BASELINE 2022 CAASPP E/LA Results (% proficient or above) 63.3% overall Grade level results: 42% of 3rd graders 22% of 4th graders 56% of 5th graders 43% of 6th graders 55% of 7th graders 59% of 8th graders 72% of 11th graders Subgroup results: Socioeconomically disadvantaged: 53.97% English Learners: not a statistically significant subgroup Students with disabilities: 20% Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup	2023 CAASPP E/LA Results (% proficient or above) 61.2% overall (goal not met) Grade level results: 79% of 3rd graders (goal met) 64% of 4th graders (goal met) 40% of 5th graders (goal not met) 75% of 6th graders (goal met) 69% of 7th graders (goal met) 56% of 8th graders (goal not met) 59% of 11th graders (goal not met) Subgroup results: Socioeconomically disadvantaged: 48% (goal not met) English Learners: not a statistically significant subgroup Students with disabilities: 33% (goal met) Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1) In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention	Teachers continued their use of district-adopted textbook programs in English/language arts (Wonders for grades K-5, Collections for grades 6-8). TOSAs focused on supporting teachers with utilization of essential components of adopted texts and with pacing.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
program for grades K-5, Collections by Houghton Mifflin Harcourt for grades 6-8, and selected series for grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. The Educational Services Department and school principals will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Each site will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA. (Examples: academic vocabulary, citing evidence in writing, and close reading.) TOSAs will support teachers by presenting paid professional development opportunities on selected afternoons after school. Topics will include district curriculum and applications that can support learning. OAHS will implement an English Support course for English Learners. The course will feature ThinkCERCA (Claim, Evidence, Reasoning, Counterargument, Audience) curriculum. Meanwhile, one district TOSA will specialize in English Language	TOSAs will support teachers by presenting paid professional development opportunities on selected afternoons after school. Topics will include district curriculum and applications that can support learning. English Language Development (ELD) for English Learners took place in two ways. Teachers delivered designated ELD lesson using the ELD component of their E/LA texts and also assigned activities in Imagine Learning, an evidence-based online ELD curriculum. Teachers also delivered integrated ELD that made academic content in core subject areas more accessible to English Learners. OAHS continued its English Support course for English Learners. OAHS English teachers continued their work on collaborating around vertical articulation of essential standards, curriculum, common formative assessments, and interventions. In its Virtual Learning Academy, OAHS provided rigorous English/language instruction delivered via the Edgenuity online curriculum. OAHS and Taft College partnered on multiple concurrent enrollment offerings for 2023-2024, including ENGL 1501		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Development (ELD) for English Learners. Imagine Learning will be emphasized as a tool for designated ELD. OAHS English teachers will continue their work on collaborating around vertical articulation of curriculum and textbook usage. In its new Virtual Learning Academy, OAHS will work to provide rigorous English/language instruction delivered via the Edgenuity online curriculum. During the 2022-2023 school year, OAHS will work with Taft College to prepare to implement an English 101 (Freshman Composition: Exposition) concurrent enrollment course in 2023-2024.	(Freshman Composition: Exposition).		
B. Progress Monitoring Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction. In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment	At OAHS and OAK-8, teachers continued to meet weekly in grade-level or departmental PLCs. Data analyzed included results from common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, state CAASPP tests in E/LA, and the PSAT in English. At OAK-8, results of NWEA Reading testing and Acadience Reading		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
data. Metrics to help with this will include common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, state CAASPP tests in E/LA, and results of the PSAT in English.	assessments are regularly reviewed in teacher PLC meetings. NWEA results inform "focus folders" for progress monitoring and identification of students for intervention. The folders put students in four levels that show who needs intensive support, who needs monitoring, who needs enrichment and extensions, etc.		
C. Academic Intervention (Tier 2) Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts. OAHS will continue the following intervention activities: • College Corps Tutor through Allan Hancock College is on campus 3 days a week. • After and before school	OAHS implemented the activities described at left. The SPIN period remained an integral intervention for students. Student focus groups done for the development of the Orcutt Academy LCAP stated they felt SPIN is very valuable if/when they need academic support from teachers. At OAK-8, SIPPS continued as the main reading intervention. Students are identified via Acadience tests that are given to all students in grades 1-3 and to identified students in grades 4 and up. TOSAs, classroom teachers, and hourly support teachers then utilize the Acadience data to identify students for SIPPS intervention and to form SIPPS groups. SIPPS groups operate four days a week, and SIPPS teachers keep detailed Plan Do Study Act (PDSA) data on how students were progressing in SIPPS.	OA portion of a district Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries District Funded 0 Salaries of hourly support teachers at OAK-8 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 36,000 Salaries of afterschool tutoring teachers at OAHS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 15,000	OA portion of a district Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries District Funded 19,057.52 Salaries of hourly support teachers at OAK-8 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 50,340.96 Salaries of afterschool tutoring/intervention teachers at OAHS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 17,456.21

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
homework assistance offered four days a week. • After-school Peer Tutoring three days a week • SPIN (Specialized Instruction) Program in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction. • Mandatory after school Intervention where students below 2.0 GPA get support three days a week.			

Analysis

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

All actions were implemented as planned during 2022-2023. SPIN was OAHS' most effective way to deliver academic assistance to students, as this support was delivered by a classroom teacher, and the school's afterschool intervention program also was helpful to students. At OAK-8, SIPPS reading intervention went well, although due to the ongoing shortage of substitute teachers the school's SIPPS intervention teachers often were asked to fill in for classroom teachers. This reduced the amount of intervention provided to many students and as a result we did not have the growth in SIPPS groups that we typically see.

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

Spring 2023 CAASSP English/language arts testing (administered to students in grades 3-8) did not show the growth that we had expected and in some grade levels achievement actually declined. While E/LA proficiency continues to be notably higher than math proficiency, E/LA needs to remain a focus.

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

The charter budget was billed to make a contribution toward the salaries of two Teachers on Special Assignment. Hourly support teachers at OAK-8 came in over budget because the decision was made to provide more support for the seventh/eighth grade class. Afterschool tutoring/intervention at OAHS came in slightly over budget due to the demand for teacher-provided intervention.

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

OAHS will revisit its tutoring system early in the 2023-2024 school year. As possible, OAK-8 would like to keep SIPPS teachers in place (instead of substituting for classroom teachers) so students will receive the amount of intervention time that SIPPS requires.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessments in mathematics	Increase math proficiency by 5% BASELINE 2022 CAASPP Math Results (% proficient or above) 44.8% overall Grade level results: 49% of 3rd graders 49% of 4th graders 43% of 5th graders 30% of 6th graders 62% of 7th graders 50% of 8th graders 42% of 11th graders Subgroup results: Socioeconomically disadvantaged: 23.44% English Learners: not a statistically significant subgroup Students with disabilities: 20% Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup	2023 CAASPP Math Results (% proficient or above) 42.1% overall (goal not met) Grade level results: 64% of 3rd graders (goal met) 71% of 4th graders (goal met) 25% of 5th graders (goal not met) 69% of 6th graders (goal met) 44% of 7th graders (goal not met) 38% of 8th graders (goal not met) 35% of 11th graders (goal not met) Subgroup results: Socioeconomically disadvantaged: 26% (goal not met) English Learners: not a statistically significant subgroup Students with disabilities: 19% (goal not met) Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1) In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory	Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K5, CPM in grades 6-8 and selected series in grades 9-12). Zearn/Eureka/Desmos Math has been utilized as supplemental curriculum		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Mathematics (CPM) in grades 6-8, and CPM and selected series in grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultants Michele Douglass and Elizabeth Hammonds will continue to work with teachers on planning and presenting high quality Tier 1 (initial classroom) instruction, implementing an “acceleration” model (enrichment/intervention) for teaching math, building strong mathematical conceptual understanding at all levels, putting in place best practices to teach the math standards, and utilizing periodic progress monitoring and benchmark data to guide instructional decisions. Each school will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math. An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency. The district's math pathway will be in place for students in need of acceleration. Qualifying OAK-8 eighth graders can take an online Algebra 1 course available through the district, thereby	in order to differentiate for students who need intervention or enrichment. Core instruction in mathematics was a districtwide focus for professional development. 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 such as Cuisenaire rods 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. Hammonds had teachers create "proficiency scales" for essential math standards that show what a student needs to do to meet the standard and what curriculum supports are present. TOSAs continued to support classroom teachers with implementation of the math curriculum. TOSAs offered some afterschool professional development sessions on Zearn/Eureka Math. The district's Campus Connection Childcare Program capitalized on state Expanded Learning Opportunities Program		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
qualifying them to take Geometry in ninth grade. OAHS will continue to offer an Algebra support course as a companion course to students who are struggling with Algebra (see comment for Strategy/Activity 3). Additionally, the math department will receive training in lesson design strategies that integrate technology and ensures all students access to the core curriculum, including the embedded digital tools available in curriculum adoptions. In Virtual Learning Academy, OAHS will work to provide rigorous mathematics instruction delivered via the Edgenuity online curriculum. During the 2023-2024 school year, OAHS will work with Taft College to prepare to implement MATH 131 (Trigonometry) and MATH 123 (College Algebra) concurrent enrollment course in 2023-2024.	(ELO-P) funding to offer academic enrichment in math. Classroom teachers implemented an enrichment program that included included games, number talks, and manipulative activities that built number sense. The North County Math Super Bowl took place and provided a math enrichment option for students in grades 4-6. The event included a math test and a collaborative hands-on challenge. Participating students enjoyed the day and many parents came to watch the hands-on activity and awards ceremony. For junior high aged students, Algebra 1 continued to be offered as an acceleration option to identified students. The course was available in both in-person and online formats. Participating students needed to take their grade-level CPM course in addition to Algebra 1. OAHS continued to offer an Algebra support course as a companion course to students who were struggling with Algebra. Additionally, special education and regular education teachers collaborated regularly and worked in tandem to provide a co-taught Algebra 1 course. Rigorous math curriculum continued to be offered through the OAHS Virtual		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	Learning Academy which was also utilized for students in need of "a-g" Credit Recovery. OAHS was able to work with Allan Hancock College to secure two new sections of Concurrent Enrollment Courses, MATH 131 (College Algebra) and MATH 121 (Trigonometry) to offer to students instead interested in advanced math pathways.		
B. Progress Monitoring Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Teachers will work together to coordinate SPIN sessions to target students who are struggling or need extra assistance. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments,	NWEA results in mathematics, results of textbook assessments, PSAT math results, and CAASPP results were reviewed in teacher PLC meetings, and teachers utilized the data to make decisions on next steps for targeted instruction, intervention, and enrichment. Universal Screeners for Number Sense (USNS) were piloted as a screening tool in grades K-2. These will be utilized more expansively in 2023-2024. In math, PLC teams monitored student progress by regularly reviewing and analyzing assessment data. Teachers worked together to coordinate SPIN sessions to target students who were struggling or need extra assistance.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
state CAASPP, and PSAT tests in math.			
C. Academic Intervention (Tier 2) Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math. OAHS will continue the following intervention activities: • One during-school support classes in Algebra • Before-school homework assistance program five days a week • After-school homework assistance program three days a week • After-school tutoring support in Algebra, Geometry, and Algebra 2	OAHS implemented the intervention activities described at left. As mentioned in the narrative for Goal 1, SPIN, in which students self-select a subject to receive assistance or teachers "draft" students to give support, has been identified by OAHS students as the most helpful intervention. Zearn/Eureka Math has continued to be teachers' primary means of differentiating instruction in math. Zearn/Eureka Math is a research-based program that is available for teachers and students in grades K-8. Zearn is the digital version that engages students online, while Eureka Math consists of downloadable resources that teachers can use in support of Zearn. These programs provide teacher guided activities and activities students can do independently.	Expenses associated with OAHS Math Department assessment All other expenses listed elsewhere in this section or under Goal 1 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 200	Expenses associated with OAHS Math Department assessment were absorbed within classroom supply budgets. All other expenses listed under Goal 1 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
• SPIN (Specialized Instruction) Program, in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction. • After school Intervention course 3 days a week for students under a 2.0.			

Analysis

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

All activities were implemented as planned, and the initiative to provide math enrichment during afterschool childcare was a helpful addition. Professional development by Michele Douglass and Elizabeth Hammonds was somewhat hampered due to the lack of substitute teachers available to release teachers for the trainings.

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

Spring 2023 CAASPP results show only incremental growth in math achievement, and students in grades 3-8 generally are still performing at lower levels than they were before the pandemic. Math needs to remain a districtwide priority in 2023-2024, and additional action needs to be taken with math intervention.

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

As explained above, expenses associated with the OAHS Math Department assessment were negligible and were absorbed within classroom supply budgets.

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

In Spring 2023 it was decided to make a structural change in the elementary master schedule to afford more time for math intervention. In 2023-2024 during-school time previously allotted to weekly Tier 1 Professional Learning Community (PLC) meetings will be dedicated to math intervention provided by classroom teachers. Math "focus folders" (see description above) can show which students are in need of intensive support, and teachers can plan interventions such as pre-teaching, re-teaching, tutoring individuals, incorporating manipulatives, and more. Edmentum will replace Pathblazer as an online curriculum supplement. OAK-8 will be piloting use of scripted math interventions such as Do the Math, a research-based program designed to support elementary students struggling with math. And math enrichment once again will be integrated into the Campus Connection Childcare Program in 2023-2024.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Overall attendance rates Rates of chronic absenteeism	Increase overall attendance to 94% or higher Reduce chronic absenteeism to 12% or lower BASELINE Overall attendance was 91.67% at OAHS, 90.83% at OAK-8. Chronic absenteeism at OAHS was 19.36% overall. Subgroup chronic absenteeism: • Low-income students = 29.03% • Students with disabilities = 28.89% • English Learners = 30.80% • Foster youth = 33.33% • Homeless youth = 0% Chronic absenteeism at OAK-8 was 26.09% overall. Subgroup chronic absenteeism: • Low-income students = 33.33% • Students with disabilities = 19.05% • English Learners = 40.00% • Foster youth = 0% • Homeless youth = 0%	2022-2023 overall attendance was 93.89% at OAHS, 93.74% at OAK-8 (goal not met at both sites) 2022-2023 chronic absenteeism was 16.31% at OAHS, 12.14% at OAK-8 (goal not met at both sites). Subgroup chronic absenteeism: • Low-income students = 11.11% at OAHS, 0% at OAK-8 (goal met at both sites) • Students with disabilities = 29.27% at OAHS, 0% at OAK-8 (goal not met at OAHS, met at OAK-8) • English Learners = 10.00% at OAHS, 33.33% at OAK-8 (goal met at OAHS, not met at OAK-8)

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Communication with Students and Families Continue communication with students and	School administrators, teachers, office staff, and community liaisons continued to highlight the importance of school		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition. Improve communication: Establish effective communication channels with parents to keep them informed about their child's attendance and progress. Regularly update them on any upcoming events, important deadlines, or changes within the school. Encourage open dialogue and involve parents in finding solutions to address their child's attendance challenges.	attendance in communication to students and parents throughout the 2022-2023 school year. As possible, office staff and teachers worked to recoup attendance credit by having students work on short-term independent study assignments.		
B. School Programming Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness. Provide support for at-risk students: Identify students who are frequently absent and offer personalized support. Establish a dedicated team, including	Office assistants regularly reviewed attendance data and sent out notifications and truancy letters as appropriate. Referrals were made to the local School Attendance Review Board (SARB) when needed; SARB held families accountable and worked to remove barriers to students coming to school. COVID did continue during the school year, and this caused a number of students to miss school for extended time periods.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
counselors, teachers, and administrators, to work closely with students and their families. Provide resources like tutoring, counseling services, or additional academic support to address any underlying issues that may contribute to absenteeism. Utilize parent letters and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).			

Analysis

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

Actions listed were implemented as planned. Attendance was a priority throughout the year, although the data showed that attendance remained lower than desired.

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

OAHS and OAK-8 worked diligently to promote school attendance, screen attendance data, and make truancy notifications as needed, but these actions were not enough to hold off trends that included the continuance of COVID cases and trends that had parents holding ill children out of school for longer periods.

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

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

Attendance data from 2022-2023 indicate that the district and its schools will need to shore up their efforts around attendance even more in 2023-2024. The district will run an attendance campaign in observance of Attendance Awareness Month in September. The district has rewritten its four attendance letters (for chronic absenteeism, excessive tardiness, the first truancy notification, and the second truancy notification) to remove legal language and make them more readable; additionally, these letters will be embedded in the Aeries student information system to make it easier for office assistants to send them. Principals also would like to provide more incentives for good or improved school attendance. Community liaisons can assist with incentives during their on-campus time.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Survey Parent Survey California Healthy Kids Survey	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time BASELINE OAHS Student survey: There are adults at school who... • Really care about them, 76% • Notice when they are not there, 71% • Listen to them when they have something to say, 78% • Are there for them when they have a problem or concern, 76% • Believe they will be a success, 78% Parent survey: At my child's school... • School staff communicate with parents about what is happening at the school, 88% • Teachers communicate with parents about what students are expected to learn, 80% • Parents feel welcome to be involved in the school, 81% • There is someone at school to talk to about a problem or concern, 83% • School staff take parent concerns seriously, 71% OAK-8 Student survey: There are adults at school who... • Really care about them, 83%	October 2023 Student and Parent Surveys (reported in % agreeing or strongly agreeing with survey prompts): OAHS Student Survey: There are adults at school who... • Really care about them, 66% (goal not met) • Notice when they are not there, 65% (goal not met) • Listen to them when they have something to say, 69% (goal not met) • Are there for them when they have a problem or concern, 67% (goal not met) • Believe they will be a success, 69% (goal not met) OAHS Parent Survey: At my child's school ... • School staff communicate with parents about what is happening at the school, 88% (same) • Teachers communicate with parents about what students are expected to learn, 82% (goal met) • Parents feel welcome to be involved in the school, 84% (goal met) • There is someone at school to talk to about a problem or concern, 86% (goal met) • School staff take parent concerns seriously, 72% (goal met) OAK-8 Student Survey: There are adults at school who...

Metric/Indicator	Expected Outcomes	Actual Outcomes
	• Notice when they are not there, 64% • Listen to them when they have something to say, 64% • Are there for them when they have a problem or concern, 61% • Believe they will be a success, 78% Parent survey: At my child's school... • School staff communicate with parents about what is happening at the school, 86% • Teachers communicate with parents about what students are expected to learn, 91% • Parents feel welcome to be involved in the school, 74% • There is someone at school to talk to about a problem or concern, 94% • School staff take parent concerns seriously, 77%	• Really care about them, 70% (goal not met) • Notice when they are not there, 67% (goal met) • Listen to them when they have something to say, 60% (goal not met) • Are there for them when they have a problem or concern, 70% (goal met) • Believe they will be a success, 70% (goal not met) OAK-8 Parent Survey: At my child's school... • School staff communicate with parents about what is happening at the school, 83% (goal not met) • Teachers communicate with parents about what students are expected to learn, 83% (goal not met) • Parents feel welcome to be involved in the school, 76% (goal met) • There is someone at school to talk to about a problem or concern, 76% (goal not met) • School staff take parent concerns seriously, 69% (goal not met)

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Focus on Relationships and Social/Emotional Learning Teachers and schools will emphasize teacher-student relationships at the outset of the 2023-2024 school year. Team building and lessons in social/emotional learning will be planned for Spartan Homeroom at	At the beginning of the school year, special greetings for students and families were planned by the principal and teachers. Teachers prioritize making a personal connection with each student. OAHS held a special event for incoming ninth graders, and the Freshman Connect Crew worked to reach out to each new student.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
OAHS and for student "families" at OAK-8. The district will provide professional development on the topic of trauma-informed practice in schools and other pertinent topics.	As possible, the district and school continued to plan special activities and learning experiences that provide motivation and socialization for students. Examples include the fourth-grade swim program at the Santa Maria Valley YMCA, Outdoor School for sixth graders, academic events such as the Battle of the Books and North County Math Super Bowl, field trips, and athletics at the junior high schools. School events such as Back to School Night, OAHS Spartan Showcase, and OAK-8 Open House were well attended. Additionally, school events planned by the Parent Teacher Student Association (PTSA) units at each site were well attended. Families have responded to opportunities to be on campus and engage with the school. The district hired additional community liaisons to provide an added level of service to non-English-speaking families. Liaisons were required to schedule more on-campus time to increase their visibility and availability. SEE Learning was piloted in some classrooms during the 2022-2023 school year. The district has adopted SEE Learning as its social/emotional learning curriculum and it will be implemented in the 2023-		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	2024 school year. Three district staff members have completed a year-long SEE Learning facilitator certification course that enables them to train others in the curriculum.		
B. Support for Families Principals, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The district will add community liaison services at OAK-8 and OAHS so more family support can be provided. The district as well as community partners such as Youthwell will provide a range of parent education offerings via Zoom and other virtual platforms. The high school is in it's second year of work with the Mental Health Student Services Act collaborative with County Behavioral Wellness and Santa Barbara County Education Office in support of students and family wellness.	Parent Square remains an indispensable platform for school-home communication. Schools and the district can send out "blasts" that reach large groups but also can send individual messages to parents to which parents can respond. The translation capacity of Parent Square is of great assistance to non-English-speaking families. The high school sends out a weekly newsletter to all Spartan families highlighting important information, upcoming events, athletics, senior spotlights, community service and school resources. In the spring, the district hosted a Strengthening Families course for parents at Ralph Dunlap School. Put on by Fighting Back Santa Maria Valley, the course was well received. Families appreciated having an offering in Orcutt that was easily accessible. The district has diligently publicized community parent education workshops and classes. The YouthWell Collaborative of Santa Barbara County also has posted on YouTube recordings of numerous		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	past parent workshops on a range of pertinent topics. A link to these recordings has been shared. In grades TK-6, the district implemented free childcare for unduplicated students (low-income, English Learners, foster youth, students experiencing homelessness) in association with the state's new Expanded Learning Opportunities Program (ELO-P). This was an important support for many families.		

Analysis

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

Besides SEE Learning, the action plan was implemented as planned. The school continued to prioritize making connections with students and families.

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

Families have responded enthusiastically to school events such as Back to School Night, Spartan Showcase, Open House, and PTSA-sponsored family event. Turnout at these events has been high. Students and families highly value special activities such as field trips, Battle of the Books, and the North County Math Super Bowl. When parents are invited to attend, many do. These activities connect students to each other and to their school. At both OAHS and OAK-8, the student survey conducted for the 2023-2024 SPSA showed declines of 5-10 percent in students' perceptions about their school. In 2023-2024 it will be important to improve the sense of support and caring felt by students.

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

N/A

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

The district would like to plan more parent education offerings in 2023-2024. In Spring 2023, two counselors collaborated with the Ralph Dunlap School PTA on a family night entitled "Building Student Confidence." The night was well attended and well received, and it provides a model for similar events in the future. The district would like to continue hosting parent classes such as the "Strengthening Families" course hosted at Ralph Dunlap in the spring of 2023. The high school's strong partnership with BWELL/MWEL will afford opportunities for parent classes regarding suicide awareness and community resources for mental health.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Maintain/decrease current suspension/expulsion rates for students and each student group BASELINE Suspension rate for 2021-2022 OAHS 1.6% overall (9 students suspended) 3.23% low-income students 1.3% students with disabilities 0.00% English Learners 0.00% foster youth 0.00% students experiencing homelessness No expulsions OAK-8 No suspensions No expulsions	Suspension rate for 2022-2023: OAHS 3.46% overall (21 students suspended) (goal not met) 0.00% low-income students (goal met) 4.88% students with disabilities (goal not met) 0.00% English Learners (goal met) 0.00% foster youth (goal met) 0.00% students experiencing homelessness (goal met) No expulsions (goal met) OAK-8 1.43% overall (2 students suspended) (goal not met) 0.00% low-income students (goal met) 5.00% students with disabilities (goal not met) 0.00% English Learners (goal met) 0.00% foster youth (goal met) 0.00% students experiencing homelessness (goal met) No expulsions (goal met)

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. School Culture At the outset of the school year, teachers will focus on establishing relationships and rapport with students. Our "FCC" program will help incoming ninth graders to	At the beginning of the school year special greetings for students and families were planned by the principal and teachers. Teachers prioritize making a personal connection with each student.	Incentives for PBIS 5000-5999: Services And Other Operating Expenditures Site Formula Funds 500	Incentives, signage, and other expenses associated with PBIS implementation were absorbed by general charter budget and other budgets, not site budgets. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
become acclimated to OAHS. OAK-8 will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2023-2024. The school will revisit its rules/expectations along with neighbor school Olga Reed, and both schools will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs. OAHS and OAK-8 will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These include athletics, clubs, and organizations. The district will provide professional development on the topic of trauma-informed practice in schools, classroom behavioral systems, dealing with severe behaviors, Crisis Prevention Intervention, and other topics pertinent to this goal.	With input from students and parents, OAHS staff created a matrix of behavioral expectations it now calls "The Spartan Code." This matrix, similar to a PBIS matrix, now serves as a point of reference for students and staff, and those on campus are held accountable to these expectations. OAK-8 revisited its PBIS behavior system. The principal and staff reviewed the matrix of behavioral expectations with students at a school "passport day" and in classroom discussions. The school also reinstated its process for awarding raffle tickets to students as incentives/rewards for positive behavior. As possible, the principal and office staff tracked Office Discipline Referrals on Educlimber to see trends. Student activities were able to resume after being on hiatus during the pandemic. Activities and programs to resume included Battle of the Books, library maker-space, the North County Math Super Bowl, school dances, movie nights, award's rallies and more. The district launched a swim program for fourth graders in partnership with the Santa Maria Valley YMCA. The PTA and Athletic Boosters planned school events that were well attended. All of these activities enabled students to feel a		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	stronger affiliation with each other and their school. The district folded the state's Expanded Learning Opportunities Program (ELO-P) initiative for grades TK-6 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. This was an important service for the families of all participating students.		
B. Social/Emotional Learning and Support Throughout the school year, teachers will devote time to social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship. Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist. The high school staff will continue to update an official behavior matrix and emphasize behavior expectations and	As stated in the Annual Review and Update for Goal 4, the district did not adopt SEE Learning during 2022-2023. The program was piloted in several classrooms, and three district staff members took a year-long SEE Learning facilitator certification course that will qualify them to train others in the curriculum. The school year concluded with the district adopting SEE Learning as its social/emotional learning curriculum. It will be implemented in the 2023-2024 school year. The district planned some professional development pertinent to this goal. One of the districtwide professional development days focused on strengthening behavior systems, and a site-based professional development		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
relationships (The Spartan Code). The district expects to implement SEE Learning in 2022-2023. As stated in Annual Review and Update for Goal 4, OAHS will continue to work with the Mental Health Student Services Act collaborative with County Behavioral Wellness and Santa Barbara County Education Office in support of students and family wellness. As of this writing, the collaborative is providing a half-day per week of mental health navigator services on site at OAHS.	day focused on PBIS, SEE Learning, and numerous other topics. 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 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. In response to student behavioral needs, the district expanded staff available to teach and support positive behavior. By the end of 2022-2023 the district had two Board Certified Behavior Analysts (BCBAs) and six instructional assistants trained as Registered Behavior Technicians (RBTs) (one at each of the five Orcutt-area elementary sites and one shared by the two junior high schools) who work under the supervision of the BCBAs. Teachers and administrators believe the extra support has benefited students.		

Analysis

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

All actions save SEE Learning were implemented. As described above, the district did take the needed steps toward adopting SEE Learning as its 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.

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

Although the school was diligent about prioritizing relationships and helping students bond with each other and their school, we still experienced levels of misbehavior well in excess of what we had prior to the pandemic. Suspensions and severe behavior did not decline as expected, and considerable amounts of staff time, energy, and focus needed to be spent on student behavior. Families served by the OAHS-based community navigator were most appreciative of this service.

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

As explained above, incentives, signage, and other expenses associated with PBIS implementation were absorbed by general charter budget and other budgets, not site budgets.

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

Supporting positive student behaviors remains an important goal. Sound Tier 1 practices (strong teacher-student rapport, good classroom management, social/emotional learning, etc.) need to be coupled with sound Tier 2 practices (access to counseling for targeted support, Check In/Check Out, and specific instruction in targeted skills) so as to prevent severe behaviors. The district's Special Education Department is working on finalizing a Behavioral MTSS (Multi-Tiered System of Supports) Plan that will guide efforts in this area.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Performance: English/Language Arts

Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of English/language arts.

Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Assessments in English/language arts	2023 CAASPP E/LA Results (% proficient or above) 61.2% overall Grade level results: 79% of 3rd graders 64% of 4th graders 40% of 5th graders 75% of 6th graders 69% of 7th graders 56% of 8th graders 59% of 11th graders Subgroup results: Socioeconomically disadvantaged: 48% English Learners: not a statistically significant subgroup Students with disabilities: 33% Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup	Increase E/LA proficiency by 5%

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, Collections by Houghton Mifflin Harcourt for grades 6-8, and selected series for grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. The Educational Services Department and school principals will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

Each site will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA. (Examples: academic vocabulary, citing evidence in writing, and close reading.)

TOSAs will support teachers by presenting paid professional development opportunities on selected afternoons after school. Topics will include district curriculum and applications that can support learning.

OAHS will implement an English Support course for English Learners. The course will feature ThinkCERCA (Claim, Evidence, Reasoning, Counterargument, Audience) curriculum. Meanwhile, one district TOSA will specialize in English Language Development (ELD) for English Learners. Imagine Learning will be emphasized as a tool for designated ELD.

OAHS English teachers will continue their work on collaborating around vertical articulation of essential standards, curriculum maps, common formative assessments, and universal design for learning.
The OAHS English department will introduce ThinkCERCA "Writing Across the Curriculum" to expand writing practice across all subject areas. With ThinkCERCA, students learn how to consume information, think about it critically, and express their thoughts effectively in ELA, social studies, science, and math.

OAHS will continue to work to provide rigorous English/language instruction delivered via the Edgenuity online curriculum in its Virtual Learning Environment.

During the 2023-2024 school year, OAHS will work with Taft College to implement an ENGL 1501 (Freshman Composition: Exposition) in the second semester and will explore additional concurrent enrollment options for the 2024-2025 school year.

Students to be Served by this Strategy/Activity

All students, English Learners

Timeline

Ongoing

Person(s) Responsible

Classroom teachers, principals

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	ThinkCERCA Site Wide License

Strategy/Activity 2

B. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, state CAASPP tests in E/LA, and results of the PSAT in English.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Classroom teachers, principals

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts.

OAHS will continue the following intervention activities:

- After-school homework assistance program three days a week
- SPIN (Specialized Instruction) Program in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction.
- Allan Hancock College Corps Fellow overseeing Peer Tutoring at lunch and after school three days a week.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, TOSAs, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	OA portion of a district Teacher on Special Assignment
Amount	36,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries of hourly support teachers at OAK-8
Amount	15,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries of afterschool tutoring teachers at OAHS

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance: Math Achievement

Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of Mathematics

Basis for this Goal

Students need to be equipped with mathematical skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include Mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Assessments in mathematics	2023 CAASPP Math Results (% proficient or above) 42.1% overall Grade level results: 64% of 3rd graders 71% of 4th graders 25% of 5th graders 69% of 6th graders 44% of 7th graders 38% of 8th graders 35% of 11th graders Subgroup results: Socioeconomically disadvantaged: 26% English Learners: not a statistically significant subgroup Students with disabilities: 19% Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup	Increase math proficiency by 5%

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8, and CPM and selected series in grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultants Michele Douglass and Elizabeth Hammonds will continue to work with teachers on planning and presenting high quality Tier 1 (initial classroom) instruction, implementing an “acceleration” model (enrichment/intervention) for teaching math, building strong mathematical conceptual understanding at all levels, putting in place best practices to teach the math standards, and utilizing periodic progress monitoring and benchmark data to guide instructional decisions.

Each school will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math. An example would be student accomplishment of "essential standards" -- must-know skills and understandings that are foundational for math proficiency.

The district's math pathway will be in place for students in need of acceleration. Qualifying OAK-8 eighth graders can take an online Algebra 1 course available through the district, thereby qualifying them to take Geometry in ninth grade.

OAHS will continue to offer an Algebra support course as a companion course to students who are struggling with Algebra (see comment for Strategy/Activity 3). Additionally, the math department will receive training in lesson design strategies that integrate technology and ensures all students access to the core curriculum, including the embedded digital tools available in curriculum adoptions.

In its Virtual Learning Academy, OAHS will work to provide rigorous mathematics instruction delivered via the Edgenuity online curriculum.

During the 2023-2024 school year, OAHS will work with Taft College to implement a MATH 131 (Trigonometry) and Math 121 (College Algebra) concurrent enrollment courses and will look to further opportunities for students in 2024-2025.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

B. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Teachers will work together to coordinate SPIN sessions to target students who are struggling or need extra assistance. Metrics to

help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, state CAASPP, and PSAT tests in math.

Students to be Served by this Strategy/Activity

Identified students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.

OAHS will continue the following intervention activities:

- During school support classes in Algebra
- During School co-taught Algebra class (regular education and special education teachers both teach)
- Before-school homework assistance program four days a week
- After-school homework assistance program three days a week
- After-school support in Algebra, Geometry, and Algebra 2
- SPIN (Specialized Instruction) Program, in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction.
- AHC College Corps Fellow overseeing Peer Tutoring at lunch and after school three days a week.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Expenses associated with OAHS Math Department assessment All other expenses listed elsewhere in this section or under Goal 1

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Engagement: Chronic Absenteeism

Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child

Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Overall attendance rates Rates of chronic absenteeism	2022-2023 Attendance Overall attendance was 93.89% at OAHS, 93.74% at OAK-8. Chronic absenteeism at the Charter was 16.31% at OAHS, 12.14% at OAK-8. Subgroup chronic absenteeism: • Low-income students = 11.11% at OAHS, 0% at OAK-8 • Students with disabilities = 29.27% at OAHS, 0% at OAK-8 • English Learners = 10.00% at OAHS, 33.33% at OAK-8	Increase overall attendance to 95% or higher Reduce chronic absenteeism to 10% or lower

Planned Strategies/Activities

Strategy/Activity 1

A. Communication with Students and Families

Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Improve communication: Establish effective communication channels with parents to keep them informed about their child's attendance and progress. Regularly update them on any upcoming events, important deadlines, or changes within the school. Encourage open dialogue and involve parents in finding solutions to address their child's attendance challenges.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, office staff, and all those involved with school-home communication

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

B. School Programming

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students including connecting to community liaison or BWell/MWELL Mental Health Navigator as appopriate.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Provide support for at-risk students: Identify students who are frequently absent and offer personalized support. Establish a dedicated team, including counselors, teachers, mental health specialists, and administrators, to work closely with students and their families. Provide resources like tutoring, counseling services, or additional academic support to address any underlying issues that may contribute to absenteeism.

Utilize parent letters and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, office staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Supportive Learning Environments

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

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

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey California Healthy Kids Survey	October 2023 Student and Parent Surveys (reported in % agreeing or strongly agreeing with survey prompts): OAHS Student survey: There are adults at school who... • Really care about them, 66% • Notice when they are not there, 65% • Listen to them when they have something to say, 70% • Are there for them when they have a problem or concern, 67% • Believe they will be a success, 79% Parent survey: At my child's school ... • School staff communicate with parents about what is	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time

Metric/Indicator	Baseline	Expected Outcome
	happening at the school, 88% • Teachers communicate with parents about what students are expected to learn, 80% • Parents feel welcome to be involved in the school, 81% • There is someone at school to talk to about a problem or concern, 83% • School staff take parent concerns seriously, 71% OAK-8 Student survey: There are adults at school who... • Really care about them, 83% • Notice when they are not there, 64% • Listen to them when they have something to say, 64% • Are there for them when they have a problem or concern, 61% • Believe they will be a success, 78% Parent survey: At my child's school... • School staff communicate with parents about what is happening at the school, 86% • Teachers communicate with parents about what students are expected to learn, 91% • Parents feel welcome to be involved in the school, 74% • There is someone at school to talk to about a problem or concern, 94% • School staff take parent concerns seriously, 77%	

Planned Strategies/Activities

Strategy/Activity 1

A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2023-2024 school year.

Team building and lessons in social/emotional learning will be planned for Spartan Homeroom at OAHS and for student "families" at OAK-8.

The district will provide professional development on the topic of trauma-informed practice in schools and other pertinent topics.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, office staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

B. Support for Families

Principals, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will continue community liaison services at OAK-8 and OAHS so more family support can be provided.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

The high school continue to work with the Mental Health Student Services Act collaborative with County Behavioral Wellness and Santa Barbara County Education Office in support of students and family wellness.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Conditions & Climate: Suspension Rate

Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child

Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and effect on student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	2022-2023 Suspension/Expulsion Data 3.1% of students were suspended at OAHS (19 total students). 2 students were suspended at OAK-8. No expulsions occurred at either site.	Maintain/decrease current suspension/expulsion rates for students and each student group

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture

At the outset of the school year, teachers will focus on establishing relationships and rapport with students. A "jump start" program as well as Freshman Connect Crew will help incoming ninth graders to become acclimated to OAHS. Rules and expectations will be taught through the lens of the newly developed "Spartan Code" at the high school through direct instruction lessons in Spartan Homeroom.

OAK-8 The school will revisit its rules/expectations along with neighbor school Olga Reed, and both schools will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

OAHS and OAK-8 will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These include athletics, clubs, and organizations.

The district will provide professional development on the topic of trauma-informed practice in schools, classroom behavioral systems, dealing with severe behaviors, Crisis Prevention Intervention, and other topics pertinent to this goal.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Incentives for PBIS

Strategy/Activity 2

B. Social/Emotional Learning and Support

Throughout the school year, teachers will devote time to social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

As stated in Annual Review and Update for Goal 4, OAHS will continue to work with the Mental Health Student Services Act collaborative with County Behavioral Wellness and Santa Barbara County Education Office in support of students and family wellness. As of this writing, the collaborative is providing a half-day per week of mental health navigator services on site at OAHS.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers, counselors

Proposed Expenditures for this Strategy/Activity

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	51,700.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	51,200.00
Site Formula Funds	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	51,000.00
5000-5999: Services And Other Operating Expenditures	700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	51,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

2 School Principal

3 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Rhett Carter	Principal
Jared Banks	Principal
Julia Colon	Parent or Community Member
Krishna Flores	Parent or Community Member
April Huckabey	Parent or Community Member
Alfredo Macias	Parent or Community Member
Yocelin Barcelo	Secondary Student
Sabian Lewis	Secondary Student
Jordan Willis	Classroom Teacher
TBD	Classroom Teacher
Isabel Riggs	Classroom Teacher
Joe Dana	Other School Staff
Josh Ostini	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other: School Advisory Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 19, 2023.

Attested:

Principal, 9-12: Rhett Carter TK-8: Jared Banks on 10/19/2023

SSC Chairperson, April Huckabey on 10/19/2022

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

HUMAN RESOURCE MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Susan Salucci
Assistant Superintendent, Human Resource

BOARD MEETING DATE: November 8, 2023

BOARD AGENDA ITEM: Board Policy 4152/4251/4351 Employee Compensation

BACKGROUND: This Board Policy was updated to add that for districts participating in the Classified Schools Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. It also reflects New Law (Ab 185, 2022) which adds specific repayment procedures when a district has made a wage overpayment to a district employee.

RECOMMENDATION: It is recommended that Board of Trustees adopt the updated Board Policy 4152/4251/4351 Employee Compensation, for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

BP 4151 (a)
BP 4251
BP 4351

Personnel
EMPLOYEE COMPENSATION

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package which includes salaries and health and welfare benefits.

~~(cf. 3100 - Budget)~~
~~(cf. 3400 - Management of Districts Assets/Accounts)~~
~~(cf. 4000 - Concepts and Roles)~~
~~(cf. 4154/4254/4354 - Health and Welfare Benefits)~~

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel. These schedules shall comply with law and collective bargaining ~~negotiated~~ agreements and shall be printed and made available for review at the district office. (Education Code 45022, 45023, 45160, 45162, 45268)

~~(cf. 4121 - Temporary/Substitute Personnel)~~
~~(cf. 4141/4241 - Collective Bargaining Agreement)~~
~~(cf. 4143/4243 - Negotiations/Consultation)~~

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

~~(cf. 4030 - Nondiscrimination in Employment)~~

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

~~(cf. 4312.1 - Contacts)~~

However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

~~The Superintendent or designee shall ensure that the district's payroll system complies with all applicable laws and bargaining agreements, including, but not limited to, timelines regarding payment of compensation and deductions of dues for employee organizations.~~

~~(cf. 4140/4240 - Bargaining Units)~~
~~(cf. 4312.1 - Contracts)~~

The Board shall determine the frequency and schedule of salary payments, including whether payments for employees who work less than 12 months per year will be made over the course of the school year or in equal installments over the calendar year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day or 40 hours in one work week, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.0-541.710, 553.27, 553.32)

~~(cf. 4300 - Administrative and Supervisory Personnel)~~

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months after making the request if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5 as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district shall, with board approval, initiate a legal action to recover the overpayment. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district shall, with Board approval, exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

Legal Reference:
State
8 CCR 11040: Wages and hours; definitions of administrative, executive, and professional employees
Ed. Code 44042.5: Wage overpayment
Ed. Code 45022-45061.5: Salaries
Ed. Code 45023: Availability of salary schedule
Ed. Code 45028: Salary schedule and exceptions
Ed. Code 45127-45133.5: Classified employees; work week; overtime provisions
Ed. Code 45160-45169: Salaries for classified employees
Ed. Code 45268: Salary schedule for classified service in merit system districts
Ed. Code 45500: Classified School Employee Summer Assistance Program
Gov. Code 3540-3549: Meeting and negotiating
Gov. Code 3543.2: Scope of representation
Gov. Code 3543.7: Duty to meet and negotiate in good faith
Lab. Code 226: Employee access to payroll records
Lab. Code 232: Disclosure of wages
Federal
26 CFR 1.409A-1: Definitions and covered plans
26 USC 409A: Deferred compensation plans
29 CFR 516.4: Notice of minimum wage and overtime provisions
29 CFR 516.5-516.6: Records
29 CFR 541.0-541.710: Exemptions for executive, administrative, and professional employees
29 CFR 553.1-553.51: Fair Labor Standards Act; applicability to public agencies
29 USC 201-219: Fair Labor Standards Act
29 USC 203: Definitions
29 USC 207: Fair Labor Standards Act
29 USC 213: Exemptions from minimum wage and overtime requirements
Management Resources
Court Decision: Flores v. City of San Gabriel (9th Cir., 2016) 824 F.3d 890
Office of Management and Budget Publication: Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by COVID-19 due to Loss of Operations, Memo M-20-17, March 19,

2020
Website: CSBA District and County Office of Education Legal Services
Website: U.S. Department of Labor, Wage and Hour Division
Website: Internal Revenue Service
Website: School Services of California, Inc.
Website: CSBA

~~EDUCATION CODE~~
~~45022-45061.5 Salaries, especially:~~
~~45023 Availability of salary schedule~~
~~45028 Salary schedule for certificated employees~~
~~45127-45133.5 Classified employees; work week; overtime provisions~~
~~45160-45169 Salaries for classified employees~~
~~45268 Salary schedule for classified service in merit system districts~~
~~GOVERNMENT CODE~~
~~3540-3549 Meeting and negotiating, especially:~~
~~3543.2 Scope of representation~~
~~3543.7 Duty to meet and negotiate in good faith~~
~~LABOR CODE~~
~~226 Employee access to payroll records~~
~~232 Disclosure of wages~~
~~CODE OF REGULATIONS, TITLE 8~~
~~11040 Wages and hours; definitions of administrative, executive, and professional employees~~
~~UNITED STATES CODE, TITLE 26~~
~~409A Deferred compensation plans~~
~~UNITED STATES CODE, TITLE 29~~
~~201-219 Fair Labor Standards Act, especially:~~
~~203 Definitions~~
~~207 Overtime~~
~~213 Exemptions from minimum wage and overtime requirements~~
~~CODE OF FEDERAL REGULATIONS, TITLE 26~~
~~1.409A-1 Definitions and covered plans~~
~~CODE OF FEDERAL REGULATIONS, TITLE 29~~
~~516.4 Notice of minimum wage and overtime provisions~~
~~516.5-516.6 Records~~
~~541.0-541.710 Exemptions for executive, administrative, and professional employees~~
~~553.1-553.51 Fair Labor Standards Act; applicability to public agencies~~
~~COURT DECISIONS~~
~~Flores v. City of San Gabriel, 9th Cir., June 2, 2016, No. 14-56421~~
~~Management Resources:~~
~~OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS~~
~~Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum M-20-17, March 19, 2020~~
~~WEB SITES~~
~~CSBA: http://www.csba.org~~
~~Internal Revenue Service: http://www.irs.gov~~
~~School Services of California, Inc.: http://www.sscal.com~~
~~U.S. Department of Labor, Wage and Hour Division: http://www.dol.gov/whd~~

Policy Adopted: ~~10/14/20~~ 12/13/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California