

**ORCUTT UNION SCHOOL DISTRICT**

Regular Meeting of the Board of Trustees

Wednesday, December 13, 2023

District Office Board Room

500 Dyer St., Orcutt, CA 93455

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

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

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

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

A. Call Meeting to Order

B. Pledge of Allegiance

C. Adoption of December 13, 2023 Agenda

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

D. Annual Organization of the Board

1. **Election of the Board President**

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

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

2. **Election of Board Clerk**

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

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

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

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

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

4. **Setting of Date, Time and Place for all Regular Board Meetings in 2024**

The Board shall set the date, time, and place for all regular meetings in 2024.

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

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

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

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

E. Identify Closed Session Topics: the Board will adjourn to Closed Session to address the items listed under III. A-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): 0 Case  
B. Conference with Legal Counsel Regarding Anticipated Litigation.  
1. Significant exposure to litigation pursuant to California Government Code, section 54956.9(2) or (3)  
C. Conference with Labor Negotiator. Agency representative, Susan Salucci, Assistant Superintendent of Human Resources. Employee Organization: Orcutt Educators Association; California School Employees Association.  
D. Conference with Labor Negotiator. Agency representative: Dr. Holly Edds, Superintendent. Employee Organization: Unrepresented employees  
E. Public Employee Discipline/Dismissal/Release/Complaint  
F. Public Employee Evaluation of Performance  
G. Student Discipline or Other Confidential Student Matters

**IV. RECONVENE TO PUBLIC SESSION Approximately 7:00 PM**

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

**V. COMMUNICATIONS/DISCUSSION/INFORMATION**

- A. Reports and Presentations  
1. OAHS ASB Update  
2. Student Holiday Performance  
4. MTSS/NABITA Presentation  
5. Employee Recognition  
6. Superintendent's Report  
B. Items from the Board  
• Melanie Waffle to Report out on CSBA Delegate Assembly Meeting  
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](mailto:jpayne@orcutt-schools.net) and state that you want to make a public comment and indicate what agenda item you would like to speak about.

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. Hiring of Additional District and Charter Coaches for the 2023-2024 School Year
- C. Certificated Personnel Action Report
- D. Approval of November 8, 2023, Regular Board Meeting Minutes
- E. Approval of Warrants
- F. Board Bylaw 9124 Attorney, for the second reading
- G. Board Policy 1160 Political Processes, for the second reading
- H. Board Policy 0410 Nondiscrimination in District Programs and Activities, for the second reading
- I. Board Policy 3312 Contracts, for the second reading
- J. Board Policy 3460 Financial Reports and Accountability, for the second reading
- K. Board Policy 3551 Food Service Operations/Cafeteria Fund, for the second reading
- L. Board Policy 4151/4251/4357 Employee Compensation, for the second reading
- M. OAHS Girls Soccer Overnight Trip to attend the Graces Holiday Tournament in Bakersfield, CA on December 8-9, 2023
- N. OAHS Girls Basketball Team Overnight Trip to attend the Old Town Clovis Kiwanis Basketball Tournament in Clovis, CA on December 21-23, 2023
- O. OAHS Girls Basketball Team Overnight Trip to attend the Arvin High School Basketball Tournament in Arvin, CA on December 27-29, 2023
- P. OAHS Girls Dance Team Overnight Trip to attend the Sharp International Dance Competition in Burbank, CA on February 23-25, 2024
- Q. Cooperative Purchasing Programs

It is recommended that the Board of Trustees approve the Consent Agenda Items A-Q, 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 Ricardo Zuniga:** a donation of a \$100 to Patterson Rd. Elementary School Robotics Program.
- B. **From Hama Sato Japanese Restaurant:** a donation of \$200 to Patterson Rd. Elementary School Robotics Program.
- C. **From Orcutt Academy K-8 PTSA:** a donation of \$3,500 to Orcutt Academy K-8 School to help offset the cost of school field trips.
- D. **From Sommer Urias:** a donation of \$150 to Patterson Rd. Elementary School Robotics Program.

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

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

**B. BUSINESS SERVICES**

**Information Only:**

Presentation of the First Interim Report

- 1. 2023-2024 First Interim Report  
It is recommended that the Board of Trustees approve the 2023-2024 First Interim Report with a positive certification for 2023-2024, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- 2. Resolution No. 6 2023-2024 Commit and Uncommit the General Fund Balance  
It is recommended that the Board of Trustees adopt Resolution No. 6 Commit and Uncommit the General Fund Balance, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- 3. Resolution No. 7 2023-2024 Delegation of Authority to District Staff  
It is recommended that the Board of Trustees adopt Resolution No. 7 Delegation of Authority, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- 4. Accounting of Developer Fees for the 2022-23 Fiscal Year (Annual Report)  
It is recommended that the Board of Trustees approve the Annual Report, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- 5. Youth League Facility Use Agreements: Orcutt American Little League and the Boys and Girls Club of the Mid-Central Coast  
It is recommended that the Board of Trustees approve the Youth League Facility Use Agreement with Orcutt American Little League and the Boys and Girls Club of the Mid-Central Coast, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

6. Pre-Authorization for the Purchase of a Child Nutrition Vehicle  
It is recommended that the Board of Trustees approve the pre-authorization to purchase a Child Nutrition Vehicle not to exceed, \$85,000, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
7. Out-of-State Travel for Child Nutrition Coordinator to Attend the 38<sup>th</sup> Annual Child Nutrition Conference  
It is recommended that the Board of Trustees approve out-of-State travel for the Child Nutrition Coordinator to attend the 38<sup>th</sup> Annual Child Nutrition Conference in Orlando, FL on April 22-26, 2024, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
8. Cooperative Purchasing Agreement for the Purchase of an Electric School Bus  
It is recommended that the Board of Trustees approve the Cooperative Purchasing Agreement with South County Support Services Agency and accept pricing from Creative Bus Sales in the amount of \$392,200, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
9. Chromebook Purchase for the 2023-2024 School Year  
It is recommended that the Board of Trustees approve the purchase of 800 2-in-1 Chromebooks in the amount of \$284,608.52 for District and Charter use, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**C. EDUCATIONAL SERVICES**

1. School Plans for Student Achievement for Alice Shaw, Joe Nightingale, Olga Reed, Orcutt School for Independent Study, Patterson Rd., Pine Grove, Ralph Dunlap, Lakeview JHS, Orcutt JHS, and Orcutt Academy  
It is recommended that the Board of Trustees approve the School Plans for Student Achievement, as submitted.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
2. Board Policy 5131.9 Academic Honesty  
It is recommended that the Board of Trustees approve the revised Board Policy Academic Honesty, for the first reading and that it be placed on the next Consent Agenda for the second reading.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
3. Board Policy 6154 Homework/Makeup Work  
It is recommended that the Board of Trustees approve the revised Board Policy 6154 Homework/Makeup Work, for the first reading and that it be placed on the next Consent Agenda for the second reading.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

4. Board Policy 6162.5 Student Assessment  
 It is recommended that the Board of Trustees approve the revised Board Policy 6162.5 Student Assessment, for the first reading and that it be placed on the next Consent Agenda for the second reading.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**D. HUMAN RESOURCES**

1. Azusa Pacific University Teacher Agreement for Adapted Physical Education Fieldwork Experience

It is recommended that the Board of Trustees approve the Azusa Pacific University Teacher Agreement with Orcutt Union School District for Adapted Physical Education Fieldwork Experience, as submitted.

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

2. Eastern New Mexico University Clinical Education Agreement for Speech and Language Pathology Clinical Hours

It is recommended that the Board of Trustees approve the Eastern New Mexico University Clinical Education Agreement with Orcutt Union School District for Speech and Language Pathology Clinical Hours, as submitted.

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

**IX. GENERAL ANNOUNCEMENTS**

- A. Unless otherwise noticed, the next regular Board meeting is scheduled for January 10, 2024 beginning with Closed Session at 6:05 p.m., Open Session at 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

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

- A. Motion to Adjourn to Closed Session  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- B. Closed Session items described in Item III. above

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

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

**XII. ADJOURN**

- A. Motion to Adjourn the Meeting  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

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



## GOVERNING BOARD MEETING SCHEDULE

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Today's date: \_\_\_\_/\_\_\_\_/\_\_\_\_

District: \_\_\_\_\_

Completed by: \_\_\_\_\_

Title: \_\_\_\_\_

### BOARD MEETING LOCATION

Site Name: \_\_\_\_\_

Room Name/No.: \_\_\_\_\_

Address: \_\_\_\_\_

### DATE(S) / TIME(S) OF MEETINGS (E.G. 1ST MONDAY OR 2ND AND 4TH TUESDAYS EACH MONTH)

Day(s): \_\_\_\_\_

Time(s): \_\_\_\_\_

### PLEASE NOTE ANY MEETING EXCEPTIONS:

Alternate dates: \_\_\_\_\_

Alternate times: \_\_\_\_\_

Alternate locations: \_\_\_\_\_

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 B**







## Orcutt Union School District

### Classified Personnel Action Report

December 13, 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
Atanasova, Dayana	District Office/ Human Resources	Administrative Assistant, Confidential	2/1	8.0	\$5,357.00 per mo.	01/01/2024	Promotion
Baez, Cassandra	Campus Connection, Pine Grove	Child Care Assistant	8/4	3.5	\$17.84 per hr.	11/06/2023	New hire
Ballesteros, Alize'	Campus Connection, Pine Grove	Child Care Assistant	8/1	3.25	\$16.50 per hr.	11/27/2023	New hire
Camacho-Preciado, Gustavo	Operations	Custodian, Night	17/2	8.0	\$3,693.00 per mo.	11/13/2023	New hire
De Leon, Giovanni	Operations	Utility Worker, Substitute	18/1		\$20.72 per hr.	11/08/2023	New hire, substitute
Washlychyn, Stephanie	Pine Grove	Instructional Assistant, sub	8/6		\$20.66 per hr.	12/04/2023	Substitute

# ***ORCUTT UNION SCHOOL DISTRICT***

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

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

***DATE:*** December 13, 2023

***RE:*** ***NOTIFICATION TO BOARD – HIRING OF ADDITIONAL ORCUTT  
UNION SCHOOL COACHES FOR 2023-24 SCHOOL YEAR***

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***Lakeview Jr. High:***

Soccer, Boy's	Matthew Zich
Soccer, Girl's	Hayley Duguran

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

# ***ORCUTT ACADEMY CHARTER SCHOOL***

## ***ORCUTT UNION SCHOOL DISTRICT***

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

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

**DATE:** December 13, 2023

**RE:** ***NOTIFICATION TO BOARD – HIRING OF ADDITIONAL CHARTER SCHOOL COACHES FOR 2023-24 SCHOOL YEAR***

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### **Orcutt Academy Charter HS:**

Softball, Varsity Asst.	Daniel Barragan
Soccer, Girl's JV	Allyson Britt
Soccer, Girls JV	Kira Hopkins
Basketball, Varsity Girl's Asst.	Shy Kendrick
Soccer, Girl's Varsity	Leo Amador
Swim, Varsity	Patrick Wineman
Volleyball, Boy's Varsity	Matt Patterson
Volleyball, Boy's JV	Jami Clayton
Swim, Asst.	Madison Piasai

Volunteers:	Golf, Boy's	Michael Whitford
	Baseball	Isais De La Cruz
	Baseball	Joseph Candelaria

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



# Orcutt Union School District

## Certificated Personnel Action Report

December 13, 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
Amador, Leo	Orcutt Academy HS	Stipend	\$1,792*	2023-24	Girls Varsity Soccer Coach, split
Anadon, Alyssa	District	Extra Duty	\$45/hr	10/10-10/19/23	Home and Hospital, 6 hrs
Barragon, Daniel	Orcutt Academy HS	Stipend	\$1,174	2023-24	Varsity Softball Assistant
Bertoldi, Janet	District	Hourly	\$50 \$80	10/2-10/23/23 10/3-10/24/23 10/11-10/26/23 10/25/23	Principal Support, 3.25 hrs Sub Administrator, 41 hrs SEE Learning, 4.75 hrs First 5, 1.5 hrs
Britt, Allyson	Orcutt Academy HS	Stipend	\$1,483*	2023-24	Girls JV Soccer Coach, split
Carter, Krista	District	Extra Duty	\$45/hr	10/2-10/27/23	Home and Hospital, 23.25 hrs
Clayton, Jami	Orcutt Academy HS	Stipend	\$1,483*	2023-24	Boys JV Volleyball, split
Cornwell, Karen	District	Hourly	\$30	10/31/21	NWEA Proctoring, 3.75 hrs
Duguran, Hayley	Lakeview JHS	Stipend	\$1,483	2023-24	Jr High Girls Soccer Coach
Ebner, Karen	District	Extra Duty	\$45/hr	10/2-10/10/23	Home and Hospital, 8 hrs
Frick, Andrea	District	Extra Duty	\$45/hr	10/12-10/20/23	Foster Youth Tutoring, 1 hr
Hopkins, Kira	Orcutt Academy HS	Stipend	\$1,483*	2023-24	Girls JV Soccer Coach, split
Hough, Roberta	District	Hourly	\$50	10/2-10/31/23	New Teacher Support, 73 hrs
Kendrick, Shy	Orcutt Academy HS	Stipend	\$1,174	2023-24	Girls Varsity Basketball Assistant
Kozel, Aaron	Joe Nightingale	Extra Duty	\$45/hr	10/25/23	Campus Connection/After School Enrichment, 2 hrs
Lear, Jamie	Alice Shaw	Extra Duty	\$45/hr	10/26/23	Campus Connection/After School Enrichment, 2 hrs
Ortiz, Patricia	Joe Nightingale	Extra Duty	\$45/hr	10/25-10/26/23	Campus Connection/After School Enrichment, 2 hrs
O'Keefe, Carrie	District	Extra Duty	\$45/hr	10/2-10/30/23	Home and Hospital, 43.75 hrs
Pankratz, Ellen	Orcutt Academy HS	Hourly	\$30	10/3-10/31/23	Piano Accompanist, 13 hrs

\*To be prorated

<b>NAME</b>	<b>SCHOOL</b>	<b>CLASS/ STEP</b>	<b>SALARY</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
Patterson, Matthew	Orcutt Academy HS	Stipend	\$1,792	2023-24	Boys Varsity Volleyball Coach
Pay, Eimile	District	Extra Duty	\$45/hr	10/23-10/31/23	Home and Hospital, 11 hrs
Piasai, Madison	Orcutt Academy HS	Stipend	\$1,174	2023-24	Swim Assistant
Snow, Cory	District	Extra Duty	\$45/hr	10/2-10/27/23	Home and Hospital, 23 hrs
Torres, Kiersten	Pine Grove	VI-3	\$70,275	2023-24	Completed Masters
Villanueva, Yvonne	District	Extra Duty	\$45/hr	10/2-10/25/23	Home and Hospital, 18 hrs
Wagonseller, Jeff	District	Hourly	\$50	8/28-10/23/23	CASC Mentor, 26.75 hrs
Wineman, Patrick	Orcutt Academy HS	Stipend	\$1,792	2023-24	Varsity Swim Coach
Zamudio, Kelli	Orcutt JHS	Extra Duty	\$45/hr	10/1-10/31/23	Sysop, 2.5 hrs
Zich, Mattew	Lakeview JHS	Stipend	\$1,483	2023-24	Jr High Boys Soccer Coach

\*To be prorated

**Orcutt Union School District  
Board of Trustees  
Meeting Minutes  
November 8, 2023**

**CALL TO ORDER**

A meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, November 8, 2023, in the District Office Board Room, beginning with Shaun Henderson calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Joe Dana. It was moved by Melanie Waffle seconded by Mark Steller to adopt the November 8, 2023 agenda. Members Present: Henderson, Waffle, and Steller. Absent: Liz Phillips. Board Member Morinini joined the meeting at 6:30 PM. Administrators Present: Edds, Salucci, Dana, and Knight.

**CLOSED SESSION PUBLIC COMMENTS**

None

**ADJOURN TO CLOSED SESSION**

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

**RECONVENE TO PUBLIC SESSION**

It was moved by Mark Steller seconded by Melanie Waffle and carried reconvene to Public Session at 6:47 p.m. Shaun Henderson reported that by a vote of 3-0, the Board approved a settlement of a special education dispute in the matter of Student v. School District OAH Case No. 2023080830.

**SUPERINTENDENT'S REPORT**

OAHs ASB shared a video message to the Board where they updated them on everything Homecoming and even shared some highlights from the Homecoming Rally. The Orcutt Jr. High Robotics team, Radioactive Mustangs, led by Ginger Fredriks, put on a skit to demonstrate some of the fun hands-on learning, engaging research and problem-solving skills that the team is gaining through the FIRST Lego League robotics program. The Radioactive Mustangs were a top finisher in the Lego League qualifying tournament which earned them a place in regional competition in Ventura. Joe Dana, Assistant Superintendent, of Educational Services gave two presentations to the Board. The first presentation was Orcutt School & Drug Use Prevention which detailed our approach on drug education and prevention. The second presentation was Orcutt's Path to Improving Student Achievement which includes improving classroom instruction, academic intervention, PLC practices, and our approach to state testing all while focusing on school attendance, student behaviors and school connectedness.

**ITEMS FROM THE BOARD**

Mark Steller spoke about the importance of community. Strong communities are critical because they provided a source of social connection and sense of belonging. This was demonstrated during the Old Orcutt Marchant Association (OOMA) Halloween event where over 800 community members participated. He's proud to be part of a community/school district bonded by common goals and attitudes. Melanie Waffle thanked Shaun Henderson for serving the Board this past year as President and congratulated him on a job well done. Melanie also solicited feedback from her fellow board members and the audience on what strategies are working and what are some challenges we are facing concerning mental health issues. Melanie will be attending the CSBA Delegate Assembly Meeting as a member and will use this feedback in discussions and for advocacy during the meeting. Liz Phillips was not in attendance but passed a message along thanking the OUSD groundkeepers for doing a wonderful job. Our school sites look fantastic and she is very appreciative of all the work they are doing. Lisa Morinini thank the OJH Robotics Team for a fabulous and entertaining presentation, she thoroughly enjoyed it and complemented them on their teamwork and theatrical abilities. Shaun Henderson thanked staff for participating in all of the staff development training centered around emergency preparedness and emphasized the importance of being prepared and proactive. He also

wished everyone a happy and restful Thanksgiving.

### **PUBLIC COMMENT**

Monique Segura, OEA President, informed the Board that she was able to attend the New Educators Conference with some of our new teachers and that she appreciated the District's support and collaboration. OEA also held a benefit meeting for members to become more familiar with OEA and CTA benefits.

### **CONSENT AGENDA ITEMS**

- 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 was moved by Lisa Morinini seconded by Melanie Waffle and carried to approve consent agenda items A – I, as submitted. Ayes: Henderson, Morinini, Waffle, and Steller.

### **ACTION ITEMS**

#### **Acceptance of Donations:**

- 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 was moved by Melanie Waffle seconded by Mark Steller and carried to approve that the donation be accepted and that a letter of appreciation be sent to the donors. Ayes: Henderson, Morinini, Waffle, and Steller.

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

It is was moved by Mark Steller seconded by Lisa Morinini and carried to approve the 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., as submitted. Ayes: Henderson, Morinini, Waffle, and Steller.

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

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

#### **Board Policy 1160 Political Processes**

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

**Board Policy 0410 Nondiscrimination in District Programs and Activities**

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

**Board Policy 9124 Attorney**

It was moved by Mark Steller seconded by Lisa Morinini and carried to approve the revised Board Policy 9124 Attorney, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Henderson, Morinini, Waffle, and Steller.

**Facility Use Agreement with Orcutt Area Seniors in Service (OASIS), Inc.**

It was moved by Lisa Morinini seconded by Melanie Waffle and carried to approve Facility Use Agreement with Orcutt Area Seniors in Service (OASIS), Inc., as submitted. Ayes: Henderson, Morinini, Waffle, and Steller.

**Board Policy 3312 Contracts**

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

**Board Policy 3460 Financial Reports and Accountability**

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

**Board Policy 3551 Food Service Operations/Cafeteria Fund**

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

**Resolution No. 4 CA Department of Social Services Authorization of Designated Personnel to Sign Contract Documents for the 2024-2025 School Year**

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

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

It was moved by Melanie Waffle seconded Mark Steller and carried to table this agenda item to the December 13, 2023 Board Meeting. Ayes: Henderson, Morinini, Waffle, and Steller.

**Board Policy 4151/4251/4357 Employee Compensation**

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

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, December 13, 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 Melanie Waffle seconded by Mark Steller and carried to adjourn the meeting at 7:89 p.m. Ayes: Henderson, Morinini, Waffle and Steller.

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Holly Edds, Ed.D. Board Secretary

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Lisa Morinini, Clerk, Board of Trustees



## Warrants

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

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

**Board Bylaws**  
**ATTORNEY**

BB 9124 (a)

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

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

**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).

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 Board and Superintendent may consider the firm's, attorney's, and/or entity's background, experience, and relevant legal reputation; 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 periodically evaluate the performance of the firm(s) and/or attorney(s); efficiency and adequacy of advice; results obtained for the district; reasonableness of fees; and responsiveness to and interactions with the Board, administration, and community.

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 specialized legal services, as appropriate, when a majority of the Board determines that the unique demands of a particular issue or

**Board Bylaws**  
**ATTORNEY**

BB 9124 (b)

emergency situation requires such representation.

**Contacting Legal Counsel**

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.

**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

Bylaw Adopted: 12/13/23

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

**Community Relations**  
**POLITICAL PROCESS**

BP 1160 (a)

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. 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.

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 agendaized 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

**Community Relations**  
**POLITICAL PROCESS**

BP 1160 (b)

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.

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.

**Legal Advocacy**

The Board recognizes that some issues are more appropriately addressed judicially rather

**Community Relations**  
**POLITICAL PROCESS**

BP 1160 (c)

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.

**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)

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

Policy Adopted: 12/13/23

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

## **Philosophy, Goals, Objectives and Comprehensive Plans**

BP 0410 (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 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.

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.

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.

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 the findings and recommendations to the Board after each review.

**Philosophy, Goals, Objectives and Comprehensive Plans**  
**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

BP 0410 (b)

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.

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.

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.

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.

The individuals identified AR 1312.3 – Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state



**Philosophy, Goals, Objectives and Comprehensive Plans**  
**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

BP 0410 (c)

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

**Philosophy, Goals, Objectives and Comprehensive Plans**  
**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

BP 0410 (d)

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

Policy Adopted: 12/13/23

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

**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.

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.

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:

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.

**CONTRACTS**

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.
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.
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.
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)

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)

**CONTRACTS**

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)

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

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

**CONTRACTS**

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.

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.

## **Business and Noninstructional Operations**

BP 3312 (e)

### **CONTRACTS**

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

**Business and Noninstructional Operations**  
**CONTRACTS**

BP 3312 (f)

*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

Policy Adopted: 12/13/2023

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



**Business and Noninstructional Operations**  
**FINANCIAL REPORTS AND ACCOUNTABILITY**

BP 3460 (a)

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)

**Business and Noninstructional Operations**  
**FINANCIAL REPORTS AND ACCOUNTABILITY**

BP 3460 (b)

**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

**Business and Noninstructional Operations**  
**FINANCIAL REPORTS AND ACCOUNTABILITY**

BP 3460 (c)

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.

**Business and Noninstructional Operations**  
**FINANCIAL REPORTS AND ACCOUNTABILITY**

BP 3460 (d)

**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

**Business and Noninstructional Operations**  
**FINANCIAL REPORTS AND ACCOUNTABILITY**

BP 3460 (e)

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: 12/13/2023

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

**Business and Noninstructional Operations**  
**FOOD SERVICE OPERATIONS/CAFETERIA FUND**

**BP 3551 (a)**

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

**Business and Noninstructional Operations**  
**FOOD SERVICE OPERATIONS/CAFETERIA FUND**

**BP 3551 (b)**

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)

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)

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)

**Business and Noninstructional Operations**  
**FOOD SERVICE OPERATIONS/CAFETERIA FUND**

**BP 3551 (c)**

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 Code 113700-114437: 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 210.1-210.33: National School Lunch 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

Management Resources

CA Department of Education Publication: California School Accounting Manual  
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: 12/13/2023

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## ORCUTT ACADEMY HIGH SCHOOL MEMORANDUM

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

**FROM:** Rhett Carter  
Principal, Orcutt Academy High School

**BOARD MEETING DATE:** December 13, 2023

**BOARD AGENDA ITEM:** Orcutt Academy High School Girls Varsity Soccer Overnight Trip

**BACKGROUND:** Orcutt Academy High School Girls Varsity Soccer Team is requesting to participate in the Garces Holiday Tournament in Bakersfield, CA. This tournament will be an overnight trip with reservations at a local hotel in Bakersfield. The team will depart OAHS on the morning of Friday, December 8, 2023 and return on the evening of Saturday, December 9, 2023. Coach Brian Speer and assistant coach Leo Amador will be accompanying the soccer team to this tournament.

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

**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 December 8, 2023  
 2. Destination Bakersfield - girls Soccer Tournament  
 Telephone # \_\_\_\_\_ Fax # \_\_\_\_\_  
 3. Requested Donation per Student (if any) none

### TRANSPORTATION

1. Time of Departure 0800 Return Time December 9, 2023  
 2. Employees Going on the Trip Cocch Brien Speer & Leo Amador  
Cocch Bobby Britt still might go  
 3. # Students 18 #Chaperones ON THE BUS no bus Student/Staff Ratio on Trip at least 9/1  
 4. Other Stops Requested no stops  
 5. Purpose of Trip girls soccer Tournament  
 6. Pick up Location School  
 7. Sack Lunches or Supplies/Additional Clothing Needed? Uniforms  
 8. Account to be Charged Approximate \$1200.00

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

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

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

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

Requesting Teacher Brien Speer Date 11/22/23  
 Principal Approval [Signature] Date 11/28/23

Instruction AR 6153(a) (AR portion relating to specific subject matter only)

### SCHOOL-SPONSORED TRIPS

Trips Which Include Swimming or Wading



## ORCUTT ACADEMY HIGH SCHOOL MEMORANDUM

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

**FROM:** Rhett Carter  
Principal, Orcutt Academy High School

**BOARD MEETING DATE:** December 13, 2023

**BOARD AGENDA ITEM:** Orcutt Academy High School Varsity Girls Basketball Overnight Trip

**BACKGROUND:** Orcutt Academy High School Varsity Girls Basketball Team is requesting to participate in the 2023 Old Town Clovis Kiwanis Girls Basketball Tournament in Clovis, CA. This tournament will be an overnight trip with reservations at a local hotel in Clovis, CA. The team will depart OAHS on Thursday, December 21, 2023 and return on Saturday, December 23, 2023. Coach Theresa Kendrick and assistant coaches Shy Kendrick and Mark Nunez will be accompanying the basketball team to this tournament.

Transportation will be provided by a school vehicle and parent drivers. Funds for this trip will be provided by the girls' basketball fundraising account.

**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 12/21, 22, 23
2. Destination Buchanan High School (Clovis CA)  
Telephone # 569 305 0574 Fax # \_\_\_\_\_
3. Requested Donation per Student (if any) 0

## TRANSPORTATION

1. Time of Departure 6AM <sup>12/21</sup> Return Time 10pm <sup>12/23</sup>
2. Employees Going on the Trip Coach Theresa Kendrick, Shy Kendrick
3. # Students 12 #Chaperones ON THE BUS None Student/Staff Ratio on Trip NA
4. OUSD Bus \_\_\_\_\_ Walking \_\_\_\_\_ Private Car(s) <sup>Parents driving</sup> Other Bus Source \_\_\_\_\_
5. Other Stops Requested NONE
6. Purpose of Trip Basketball Tournament
7. Curriculum Connection (list standards if possible) RE
8. Pick up Location N/A
9. Sack Lunches or Supplies/Additional Clothing Needed? N/A
10. Account to be Charged Girls Basketball

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.) tournament info attached

NA 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 Coach Theresa Kendrick AD: Bridgette DePalma Date 11/27/23

Principal Approval [Signature] Date 11/27/23

Copy sent to: Health Services Sports Child Nutrition N/A



## ORCUTT ACADEMY HIGH SCHOOL MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D

FROM: Rhett Carter  
Principal, Orcutt Academy High School

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Orcutt Academy High School Varsity Girls Basketball Overnight Trip

BACKGROUND: Orcutt Academy High School Varsity Girls Basketball Team is requesting to participate in the Arvin High School Girls Basketball Tournament in Arvin, CA. This tournament will be an overnight trip with reservations at a local hotel in Bakersfield, CA. The team will depart OAHS on Wednesday, December 27, 2023 and return on Friday, December 29, 2023. Coach Theresa Kendrick and assistant coaches Shy Kendrick and Mark Nunez will be accompanying the basketball team to this tournament.

Transportation will be provided by a school vehicle and parent drivers. Funds for this trip will be provided by the girls' basketball fundraising account.

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 12/27, 28, 29
2. Destination Arvin High School  
Telephone # 661 854 5561 Fax # \_\_\_\_\_
3. Requested Donation per Student (if any) 0

## TRANSPORTATION

1. Time of Departure 6 AM Return Time 10 PM
2. Employees Going on the Trip Coach: Theresa Kendrick, Shy Kendrick, Mark Nunez
3. # Students 12 #Chaperones ON THE BUS NA Student/Staff Ratio on Trip NA
4. OUSD Bus NA Walking \_\_\_\_\_ Private Car(s) Parents Other Bus Source \_\_\_\_\_
5. Other Stops Requested NA
6. Purpose of Trip Girls Basketball Tournament
7. Curriculum Connection (list standards if possible) PE
8. Pick up Location NA
9. Sack Lunches or Supplies/Additional Clothing Needed? NA
10. Account to be Charged Girls Basketball

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.)

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 Coach - Theresa Kendrick Date 11/27/23  
Ad - Bridgette DePa

Principal Approval [Signature] Date 11/27/23

Copy sent to: Health Services [Signature] Child Nutrition NA



## ORCUTT ACADEMY HIGH SCHOOL MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D

FROM: Rhett Carter  
Principal, Orcutt Academy High School

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Orcutt Academy High School Dance Team Overnight Trip

BACKGROUND: On Friday, February 23, 2024 through Sunday, February 25, 2024 our Dance Team is requesting to attend the Sharp International Competition at Universal Studios. Our team along with Coach Janet Reese will be staying two nights in Burbank, CA. They will depart Orcutt Academy High School on Friday February 23<sup>th</sup> at 1:00 p.m. and will return on Sunday February 25<sup>th</sup>.

Transportation will be provided by a school vehicle and parent drivers. Funds for this trip will be provided by the Dance Team fundraising account.

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

FUNDING: No Impact on General Fund



# Orcutt Union School District Field Trip Information Form



**PLEASE RESERVE FIELD TRIPS AT LEAST ONE MONTH IN ADVANCE**

1. Date of Trip 2/23-25/2024
2. Destination Universal Studios  
Telephone # \_\_\_\_\_ Fax # \_\_\_\_\_
3. Requested Donation per Student (if any) \_\_\_\_\_

## TRANSPORTATION

1. Time of Departure 1:30pm (2/23/2024) Return Time 3:00pm (2/25/2024)
2. Employees Going on the Trip Janet Kwock Reese
3. # Students 15 #Chaperones ON THE BUS \_\_\_\_\_ Student/Staff Ratio on Trip 15/1
4. OUSD Bus \_\_\_\_\_ Walking \_\_\_\_\_ Private Car(s)  Other Bus Source OAHS suburban
5. Other Stops Requested \_\_\_\_\_
6. Purpose of Trip competition - Sharp International
7. Curriculum Connection (list standards if possible) \_\_\_\_\_
8. Pick up Location OAHS
9. Sack Lunches or Supplies/Additional Clothing Needed? no
10. Account to be Charged Dance Team

*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.)

jr 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 Janet Kwock Reese Date 9/17/2023

Principal Approval [Signature] Date 9/27/23

Copy sent to: Health Services [Signature] Child Nutrition [Signature]



## BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Cooperative Purchasing Programs

BACKGROUND: Orcutt Union School District utilizes cooperative/leveraged purchasing contracts and/or groups to secure bulk or discounted rates for purchases as outlined in Board Policy and Administrative Regulation 3300 and 3311. Purchases through these types of agencies save taxpayer dollars on items such as furniture, technology, supplies, vehicles, equipment, building supplies, etc. There are no member fees with the agencies listed below. Upon approval, the agency membership listed will be in effect for the remainder of the 2023-24 school year.

- Sourcewell (formerly NJPA)
- California Multiple Award Schedule (CMAS)
- U.S. Communities, Government Purchasing Alliance
- National Association of State Procurement Officials (NASPO)
- PEPPM
- Department of General Services (DGS)
- Western States Contracting Alliance (WSCA)
- Nor-Cal Schools Joint Powers
- OMNIA Partners
- The Interlocal Purchasing System (TIPS)

RECOMMENDATION: Staff recommends that the Board of Trustees approve the above mentioned agency memberships for cooperative purchasing. Information regarding individual contracts can be found on each agency's respective website.

FUNDING: N/A



**ORCUTT UNION SCHOOL DISTRICT**  
**REQUEST FOR ACCEPTANCE OF GIFT**

**SCHOOL:** Patterson Date: 11/6/23

**DONOR:** Name: Ricardo Zuniga  
Address: 345 Meadowbrook Drive  
Phone No. \_\_\_\_\_

**GIFT:** Item Donated 100<sup>00</sup> or Cash Donation \$ 100<sup>00</sup>  
(Fill in if money is donated)  
Designated for: Robotics  
General Description: For Robotics Necessity  
Model No.: \_\_\_\_\_ Condition:  New  Used  
Value (estimated): \_\_\_\_\_  
Purpose of Gift: help w/ Robotics  
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?  
If yes, what type?  Yes  No

Acceptance Requested By (OUSD Staff Member): Terrence Wright  
Acceptance Approved By (Administrator): [Signature]  
RECOMMENDATIONS: Principal or District Representative \_\_\_\_\_

BOARD ACTION: Date Accepted: \_\_\_\_\_ Date Denied: \_\_\_\_\_

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



**ORCUTT UNION SCHOOL DISTRICT**  
**REQUEST FOR ACCEPTANCE OF GIFT**

**SCHOOL:** Patterson Road Date: 11/6/23

**DONOR:** Name: Hama Suto Japanese Restaurant  
Address: 230 Betteravia Suite V  
Phone No. \_\_\_\_\_

**GIFT:** Item Donated \_\_\_\_\_ or Cash Donation \$ 200  
(Fill in if money is donated)  
Designated for: Robotics  
General Description: Check for Robotics  
Model No.: \_\_\_\_\_ Condition:  New  Used  
Value (estimated): \_\_\_\_\_  
Purpose of Gift: Robotics  
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?  
If yes, what type?  Yes  No

Acceptance Requested By (OUSD Staff Member): Terry Wright  
Acceptance Approved By (Administrator): [Signature]  
RECOMMENDATIONS: Principal or District Representative \_\_\_\_\_

BOARD ACTION: Date Accepted: \_\_\_\_\_ Date Denied: \_\_\_\_\_  
**Please submit request to the Superintendent's Office.** (If denied, explanation is on reverse side of this form.)



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Orcutt Academy Charter K-8 Date: 10/30/23

DONOR: Name: Orcutt Academy K-8 PTSA
Address: PO Box 161, Los Alamos, CA 93440
Phone No. 805-960-5530

GIFT: Item Donated or Cash Donation \$3500.00
Designated for: Field Trip Grant
General Description: Funds to offset the cost of school field trips
Model No.: Condition: [X] New [ ] Used
Value (estimated):
Purpose of Gift:
Will gift be purchased through Business Services Office? [ ] Yes [X] No
Donor Conditions of Acceptance:

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

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

Acceptance Requested By (OUSD Staff Member): Kathleen Stevenson
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: 11/16/23

**DONOR:** Name: Sommer Urias  
Address: 53 LaCumbre Cir. Santa Barbara 93105  
Phone No. 805-701-7811

**GIFT:** Item Donated \_\_\_\_\_ or Cash Donation \$ 150-  
(Fill in if money is donated)

Designated for: Robotics Team

General Description: 150 cash for Robotics

Model No.: \_\_\_\_\_ Condition:  New  Used

Value (estimated): \_\_\_\_\_

Purpose of Gift: Robotics

Will gift be purchased through Business Services Office?  Yes  No

Donor Conditions of Acceptance: To be used for our Robotics Team.

### 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): [Signature]

RECOMMENDATIONS: Principal or District Representative \_\_\_\_\_

BOARD ACTION: Date Accepted: \_\_\_\_\_ Date Denied: \_\_\_\_\_

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



## BUSINESS SERVICES MEMORANDUM

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

**FROM:** Sandra Knight,  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** December 13, 2023

**BOARD AGENDA ITEM:** First Interim Report, 2023-24

**BACKGROUND:** The First Interim Report is predicated upon the State's adopted budget which was signed by the Governor in June 2023 along with the majority of the accompanying trailer bills.

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

Please refer to the budget narrative for more detailed information.

**RECOMMENDATION:** Staff recommends that the Board of Trustees approve the First Interim Report with a Positive Certification for 2023-24.

**FUNDING:** All Funds

# Orcutt Union School District



## 2023-2024 First Interim Report



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## **Certification**

Education Code 42130 requires school districts submit a First Interim Report to the Governing Board of the district that updates the financial and budgetary status of the district for the period ending October 31, 2023. The Governing Board must certify the financial status of the district. The certification shall be classified as one of the following:

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

Staff recommends the Board adopt the 2023-24 First Interim Report with a **Positive Certification**.

## **2023-24 Enacted State Budget**

Every year, the state adopts its budget after we are required to adopt our budget. As a result, in some years there can be a significant difference between what we think will be adopted and what is actually adopted by the state. This year, however, there were not significant changes to the budget. A few things to note:

- COLA of 8.22%.
- Decreases in funding for the Expanded Learning Opportunity Program due to more students in the program statewide. The decrease to the District is \$171,000 and \$5,000 for the charter.

First Interim is also our opportunity to make changes to the budget that reflect the number of students enrolled and any staffing adjustments we needed to make over the summer in order to accommodate students.

## **2023-24 General Fund Budget Components**

The District's CBEDS enrollment is 3986 with a preliminary unduplicated percentage of 51.12%. This unduplicated percentage is 2.37% higher than last year and 7.93% higher than in 2021-22

Lottery revenue is estimated to be \$177 per ADA for unrestricted purposes and \$72 per ADA for restricted purposes

Mandated Cost Block Grant is \$37.81 for K-8 ADA, and \$55.17 for 9-12 ADA (charter school rate)

The STRS rate did not increase this year and remains at 19.1%. The PERS rate increased from 25.37% to 26.68%

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

### **Enrollment and ADA Projections**

In a significant change from years past, the District is no longer projecting declining enrollment, and is in fact projecting growth of 15 students each year, due to new developments being built in the area as well as the continued expansion of the TK program. We saw an increase of 34 students from last year and are continuing to see new enrollments throughout the year. Average Daily Attendance (ADA) is estimated at 3707.84, which assumes an attendance yield of 93%. Because we have the option of being funded on a three-year rolling average for ADA, our funded ADA for 23-24 will be 3850.49. Last year, our funded ADA was 4013.48, so this is a decrease of 162.99 in our funded ADA, even though our actual ADA is projected to increase by 82.48

As previously mentioned, last year the state gave us the option to be funded on a three-year rolling average of our average daily attendance. Prior to last year, we only had the option of being funded on our current year ADA, or the prior year ADA, whichever was higher. As many districts experienced a significant decline in ADA over the course of the pandemic, the state developed the three-year rolling average option, which helps to even out the highs and lows in ADA fluctuations. We now have a few different ADA numbers: our actual ADA and our funded ADA. Since 2021-22, our funded ADA number has been significantly higher than our actual ADA number. This was quite common throughout the state. As the higher ADA years of 2020-21 and 2021-22, when we had a hold harmless provision on ADA due the pandemic, are no longer part of the three-year rolling average calculation, we see our funded ADA declining even as our actual ADA and enrollment are increasing. This puts us in a position where we have to hire more teachers to accommodate more students, but are being funded on a lower ADA number than in previous years. We will need to continue to monitor this situation closely and be aware that a COLA given by the state does not necessarily mean that the funding for our district will increase by that same percentage or amount.

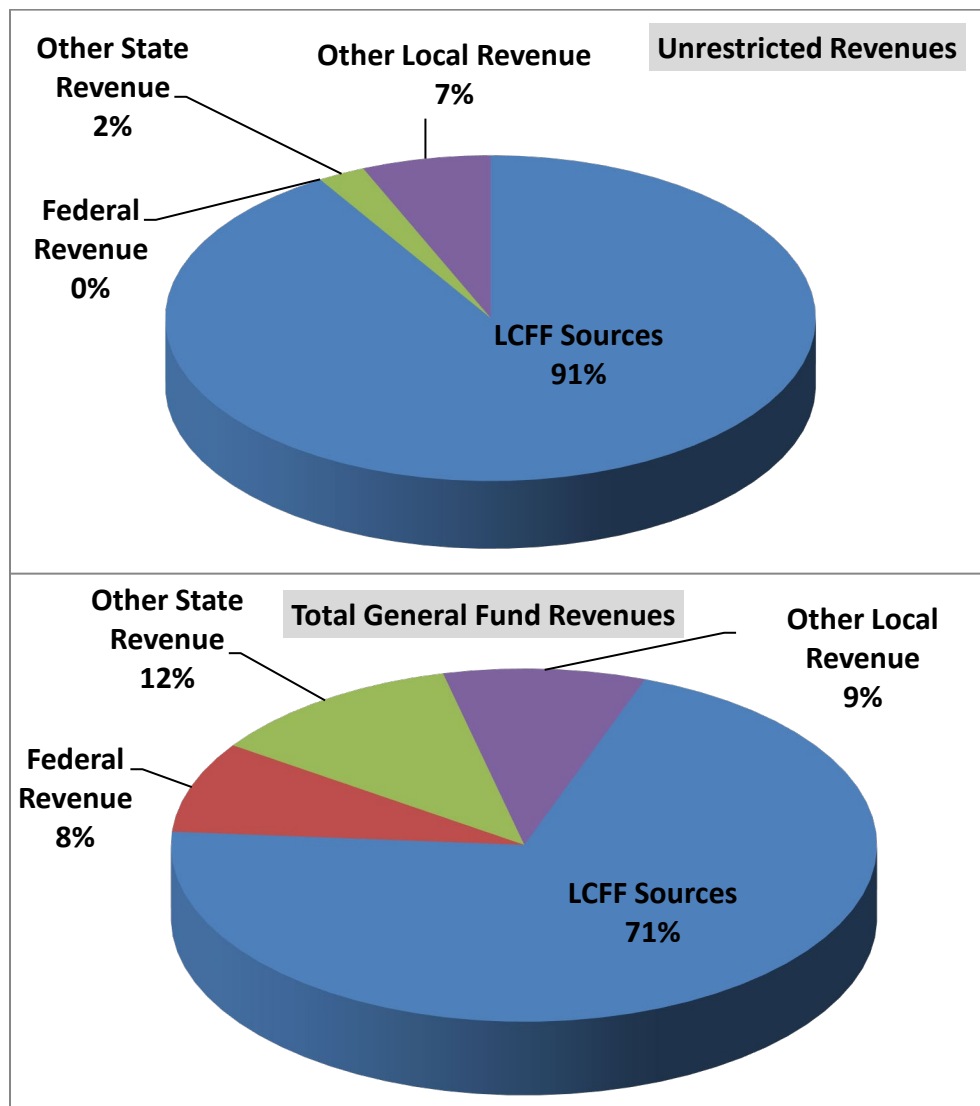
One thing we can do to help the situation is to increase our attendance yield, meaning to maximize the number of days our students attend class. This will also have significant academic benefits for our students.

**General Fund - Revenue Components**

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

Description	Unrestricted General Fund	Total General Fund
LCFF Sources	\$ 45,791,935	\$ 47,216,789
Federal Revenue	-	5,588,143
Other State Revenue	1,189,500	7,852,382
Other Local Revenue	3,223,961	6,187,119
<b>TOTAL REVENUES</b>	<b>\$ 50,205,396</b>	<b>\$ 66,844,433</b>

Following are graphical descriptions of revenues by percentage:

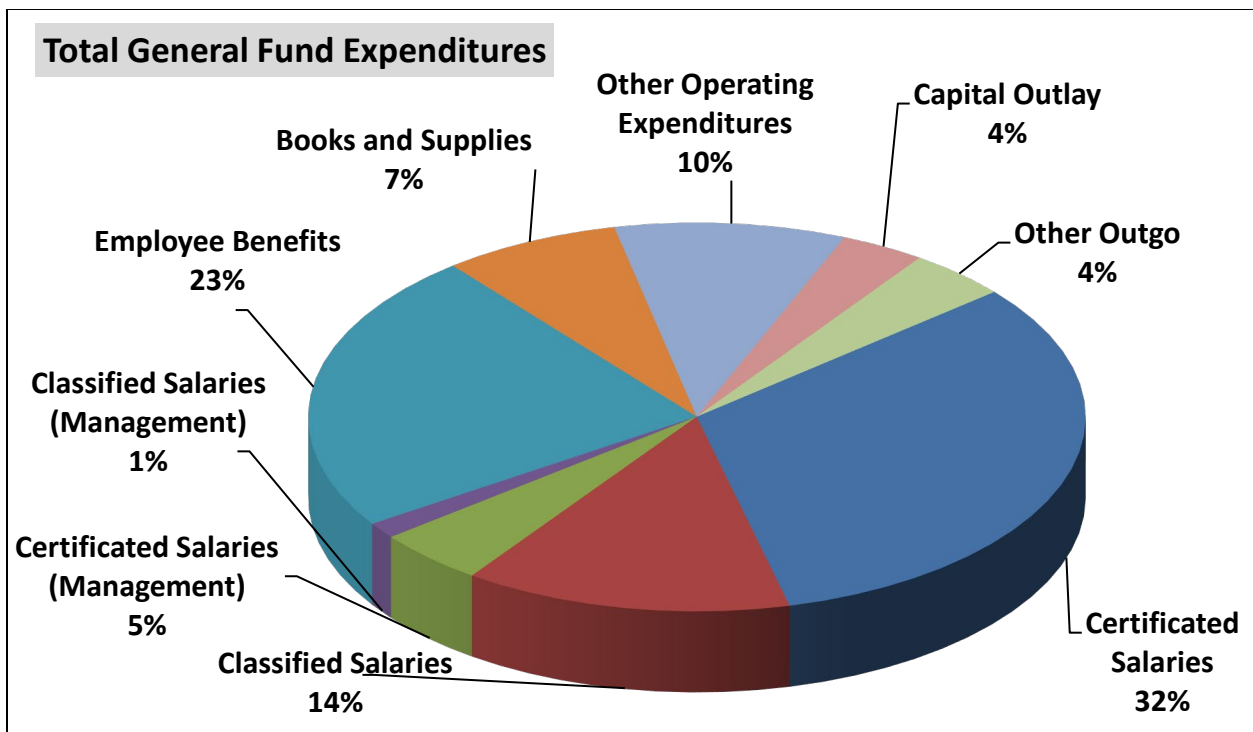
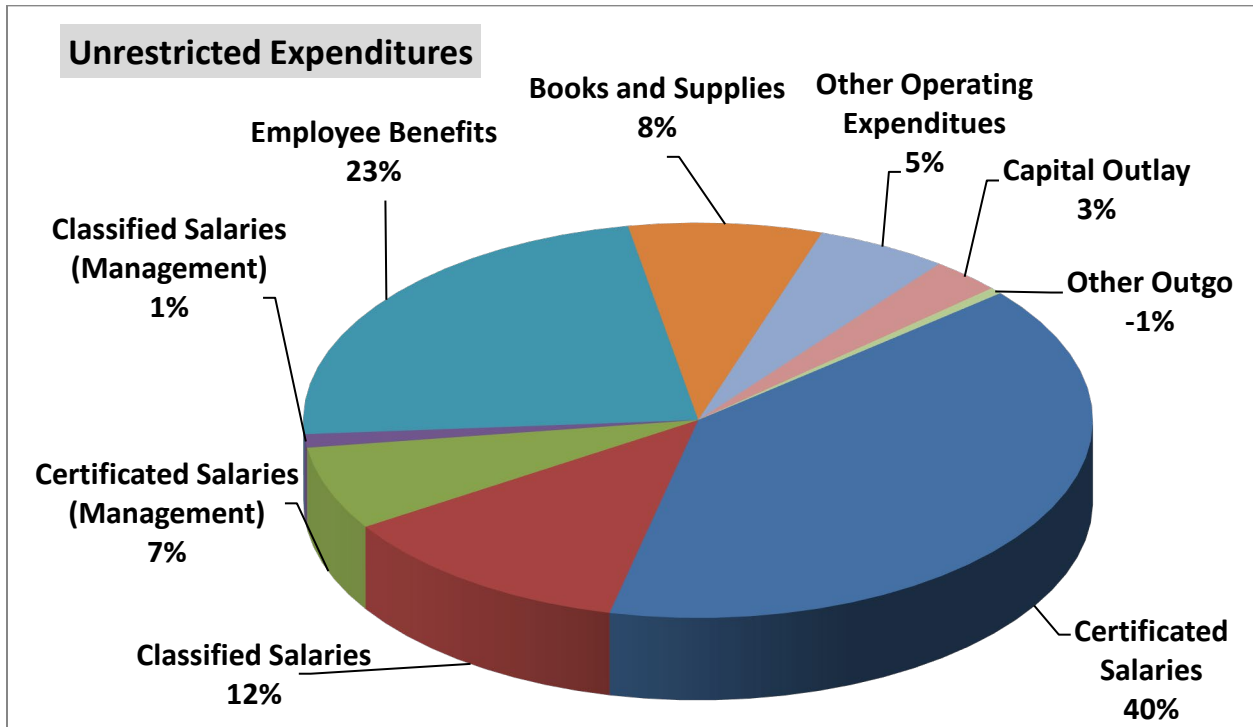


### **General Fund - Operating Expenditure Components**

The General Fund is used for expenditures for most of the functions within the District. Just like most school districts, the largest part of our expenditures are salaries and related benefits which comprise approximately 84% of the District's unrestricted budget, and approximately 75% of the total General Fund (Unrestricted and Combined) budget.

<b>Description</b>	<b>Unrestricted General Fund</b>	<b>Total General Fund</b>
<b>Certificated Salaries</b>	<b>16,347,240</b>	<b>20,978,493</b>
<b>Classified Salaries</b>	<b>5,071,630</b>	<b>8,874,564</b>
<b>Certificated Salaries (Management)</b>	<b>2,813,403</b>	<b>2,981,397</b>
<b>Classified Salaries (Management)</b>	<b>452,113</b>	<b>859,929</b>
<b>Employee Benefits</b>	<b>9,587,885</b>	<b>15,258,871</b>
<b>Books and Supplies</b>	<b>3,263,474</b>	<b>4,815,574</b>
<b>Other Operating Expenditures</b>	<b>2,217,797</b>	<b>6,259,697</b>
<b>Capital Outlay</b>	<b>1,191,810</b>	<b>2,281,154</b>
<b>Other Outgo</b>	<b>(219,386)</b>	<b>2,704,201</b>
<b><i>TOTAL</i></b>	<b>\$ 40,725,967</b>	<b>\$ 65,013,880</b>

Following are graphical descriptions of expenditures by percentage:



## Contributions to Restricted Programs

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

Description	2023-24 1st Interim
Restricted Maintenance Account	\$1,824,751
Special Education	\$6,079,320
Transportation	\$502,669
Transportation (SPED)	\$285,965
<b>TOTAL</b>	<b>\$8,692,705</b>

While the state increased funding for transportation starting last year, our funding for special education programs has declined by over \$500,000 due to declining enrollment and ADA over the past few years. The state has actually increased per pupil funding, but our enrollment and ADA have declined more than is able to be offset by the per pupil increase. Special education funding is based on our overall ADA and not based on the number of students with disabilities. While our enrollment and ADA have declined over the past few years, our students with disabilities have remained approximately the same over the short term, and has increased over the long term. This means that we are trying to serve more students with less funds.

## Components of Ending Fund Balance

The General Fund Unrestricted Ending balance is projected to be \$13,470,343 and the components of the ending fund balance are:

	Nonspendable	Restricted	Committed	Assigned	Unassigned / Unappropriated
Revolving Cash and Stores	\$45,500				
Restricted (Categoricals)		\$9,776,232			
Reserve for Economic Downturn/Declining Enrollment			\$7,970,343		
Technology Update			\$1,000,000		
Textbook Adoption(s)			\$1,000,000		
Strategic Plan			\$2,000,000		
TK Expansion Planning			\$1,500,000		
Site Donation Accounts				\$200,000	
Compensated Absences				\$50,000	
Reserve for Economic Uncertainty (minimum 3% - State Required)					\$1,993,766
Unassigned / Unappropriated					\$0

## Cash Flow

The District's cash flow is estimated based on the State Controller's estimated payment dates for K-12 principal apportionments, lottery apportionments, and EPA apportionments. Staff projects a positive cash flow through 2023-24 and the subsequent year. Staff continues to monitor cash flow to ensure there is sufficient cash to meet all obligations.

### **MULTI YEAR BUDGET ASSUMPTIONS**

	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
Enrollment Projections	3,986	4,000	4,015
Funded ADA	3851.49	3723.84	3748.5
ADA	3707.84	3723.84	3748.5
Unduplicated Pupil Percentage	51.12%	51.09%	51.02%
Mandate Block Grant	\$38	\$39	\$41
Unrestricted Lottery Funds per ADA	\$177	\$177	\$177
Restricted Lottery Funds per ADA	\$72	\$72	\$72
Charter School Allowable Fees	\$1,964,605	\$1,964,605	\$1,964,605
Additional Base Grant	\$277,239	\$171,805	\$1,549,766
Additional Supplemental Grant	\$83,336	\$236,501	\$226,164
Step and Column Increases	\$389,525	\$569,271	\$535,368
STRS Contribution	\$4,314,733 19.10%	\$4,584,256 19.10%	\$4,530,265 19.10%
PERS Contribution	\$2,226,074 26.68%	\$2,327,491 27.70%	\$2,440,967 28.30%
Health/Welfare Benefits	\$3,437,643	\$3,558,284	\$3,608,265
Certificated Staffing	3.8	1	0
Classified Staffing	-0.31	0	0
Post-Employment Benefits Transfer	\$650,000	\$650,000	\$650,000
Textbook Adoptions	\$0	\$0	\$500,000
Deferred Maintenance	\$445,000	\$384,946	\$349,366
California CPI applied to Supplies/Services	3.55%	3.03%	2.64%
Reserve for Economic Uncertainties	3%	3%	3%



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	45,791,935.00	.47%	46,008,919.00	4.15%	47,916,954.01
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	1,189,500.00	.73%	1,198,202.15	.58%	1,205,132.34
4. Other Local Revenues	8600-8799	3,223,960.64	(14.10%)	2,769,350.68	(.44%)	2,757,285.66
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(7,904,070.65)	13.01%	(8,932,774.55)	4.36%	(9,322,005.20)
6. Total (Sum lines A1 thru A5c)		42,301,324.99	(2.97%)	41,043,697.28	3.69%	42,557,366.81
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				19,160,642.53		19,783,495.97
b. Step & Column Adjustment				507,853.44		524,441.30
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				115,000.00		(129,615.19)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	19,160,642.53	3.25%	19,783,495.97	2.00%	20,178,322.08
2. Classified Salaries						
a. Base Salaries				5,523,742.30		5,664,152.94
b. Step & Column Adjustment				140,410.64		143,990.71
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,523,742.30	2.54%	5,664,152.94	2.54%	5,808,143.65
3. Employee Benefits	3000-3999	9,587,885.22	2.65%	9,842,166.86	3.62%	10,198,465.31
4. Books and Supplies	4000-4999	3,263,473.94	2.18%	3,334,580.46	15.45%	3,849,629.65
5. Services and Other Operating Expenditures	5000-5999	2,217,797.49	7.09%	2,374,965.08	(4.09%)	2,277,882.93
6. Capital Outlay	6000-6999	1,191,810.36	82.06%	2,169,810.36	(78.35%)	469,810.36
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(219,385.86)	0.00%	(219,385.86)	0.00%	(219,385.86)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,000,000.00	0.00%	1,000,000.00	0.00%	1,000,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		41,725,965.98	5.33%	43,949,785.81	(.88%)	43,562,868.12
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		575,359.01		(2,906,088.53)		(1,005,501.31)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		15,184,250.39		15,759,609.40		12,853,520.87
2. Ending Fund Balance (Sum lines C and D1)		15,759,609.40		12,853,520.87		11,848,019.56
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	45,500.00		45,500.00		45,500.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	13,470,342.99		10,484,200.77		9,525,746.07
d. Assigned	9780	250,000.00		250,000.00		250,000.00
e. Unassigned/Unappropriated						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
1. Reserve for Economic Uncertainties	9789	1,993,766.41		2,073,820.09		2,026,773.48
2. Unassigned/Unappropriated	9790	0.00		.01		.01
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		15,759,609.40		12,853,520.87		11,848,019.56
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,993,766.41		2,073,820.09		2,026,773.48
c. Unassigned/Unappropriated	9790	0.00		.01		.01
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		1,993,766.41		2,073,820.10		2,026,773.49
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
See Attached						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	1,424,854.00	0.00%	1,424,854.00	0.00%	1,424,854.00
2. Federal Revenues	8100-8299	5,588,143.16	(69.42%)	1,708,954.00	0.00%	1,708,954.00
3. Other State Revenues	8300-8599	6,662,882.07	(1.84%)	6,540,554.99	(1.30%)	6,455,298.44
4. Other Local Revenues	8600-8799	2,963,158.13	2.75%	3,044,514.87	2.59%	3,123,278.63
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	7,904,070.65	13.01%	8,932,774.55	4.36%	9,322,005.20
6. Total (Sum lines A1 thru A5c)		24,543,108.01	(11.78%)	21,651,652.41	1.77%	22,034,390.27
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				4,799,247.18		6,041,787.57
b. Step & Column Adjustment				628,908.55		152,703.51
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				613,631.84		(550,108.07)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,799,247.18	25.89%	6,041,787.57	(6.58%)	5,644,383.01
2. Classified Salaries						
a. Base Salaries				4,210,751.45		3,958,390.49
b. Step & Column Adjustment				104,910.24		100,589.53
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(357,271.20)		(20,430.51)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,210,751.45	(5.99%)	3,958,390.49	2.03%	4,038,549.51
3. Employee Benefits	3000-3999	5,670,985.51	4.38%	5,919,224.24	2.60%	6,073,389.09
4. Books and Supplies	4000-4999	1,552,100.38	(3.13%)	1,503,581.30	(13.63%)	1,298,711.11
5. Services and Other Operating Expenditures	5000-5999	4,041,899.98	(10.42%)	3,620,905.65	(9.00%)	3,294,884.18
6. Capital Outlay	6000-6999	1,089,343.34	(34.74%)	710,867.80	(79.39%)	146,542.58
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,796,659.00	4.44%	2,920,920.20	4.47%	3,051,394.46
8. Other Outgo - Transfers of Indirect Costs	7300-7399	126,927.49	(7.88%)	116,927.49	(15.31%)	99,028.49
9. Other Financing Uses						
a. Transfers Out	7600-7629	445,000.00	(13.50%)	384,945.86	(9.24%)	349,365.55
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		24,732,914.33	1.80%	25,177,550.60	(4.69%)	23,996,247.98
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(189,806.32)		(3,525,898.19)		(1,961,857.71)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		9,966,038.33		9,776,232.01		6,250,333.82
2. Ending Fund Balance (Sum lines C and D1)		9,776,232.01		6,250,333.82		4,288,476.11
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	9,776,232.01		6,250,333.82		4,288,476.11
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		9,776,232.01		6,250,333.82		4,288,476.11
<b>E. AVAILABLE RESERVES</b>						
1. General Fund )						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
See Attached						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	47,216,789.00	.46%	47,433,773.00	4.02%	49,341,808.01
2. Federal Revenues	8100-8299	5,588,143.16	(69.42%)	1,708,954.00	0.00%	1,708,954.00
3. Other State Revenues	8300-8599	7,852,382.07	(1.45%)	7,738,757.14	(1.01%)	7,660,430.78
4. Other Local Revenues	8600-8799	6,187,118.77	(6.03%)	5,813,865.55	1.15%	5,880,564.29
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		66,844,433.00	(6.21%)	62,695,349.69	3.02%	64,591,757.08
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				23,959,889.71		25,825,283.54
b. Step & Column Adjustment				1,136,761.99		677,144.81
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				728,631.84		(679,723.26)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	23,959,889.71	7.79%	25,825,283.54	(.01%)	25,822,705.09
2. Classified Salaries						
a. Base Salaries				9,734,493.75		9,622,543.43
b. Step & Column Adjustment				245,320.88		244,580.24
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(357,271.20)		(20,430.51)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	9,734,493.75	(1.15%)	9,622,543.43	2.33%	9,846,693.16
3. Employee Benefits	3000-3999	15,258,870.73	3.29%	15,761,391.10	3.24%	16,271,854.40
4. Books and Supplies	4000-4999	4,815,574.32	.47%	4,838,161.76	6.41%	5,148,340.76
5. Services and Other Operating Expenditures	5000-5999	6,259,697.47	(4.21%)	5,995,870.73	(7.06%)	5,572,767.11
6. Capital Outlay	6000-6999	2,281,153.70	26.28%	2,880,678.16	(78.60%)	616,352.94
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,796,659.00	4.44%	2,920,920.20	4.47%	3,051,394.46
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(92,458.37)	10.82%	(102,458.37)	17.47%	(120,357.37)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,445,000.00	(4.16%)	1,384,945.86	(2.57%)	1,349,365.55
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		66,458,880.31	4.02%	69,127,336.41	(2.27%)	67,559,116.10
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		385,552.69		(6,431,986.72)		(2,967,359.02)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		25,150,288.72		25,535,841.41		19,103,854.69
2. Ending Fund Balance (Sum lines C and D1)		25,535,841.41		19,103,854.69		16,136,495.67
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	45,500.00		45,500.00		45,500.00
b. Restricted	9740	9,776,232.01		6,250,333.82		4,288,476.11
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	13,470,342.99		10,484,200.77		9,525,746.07
d. Assigned	9780	250,000.00		250,000.00		250,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,993,766.41		2,073,820.09		2,026,773.48

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		.01		.01
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		25,535,841.41		19,103,854.69		16,136,495.67
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,993,766.41		2,073,820.09		2,026,773.48
c. Unassigned/Unappropriated	9790	0.00		.01		.01
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		1,993,766.41		2,073,820.10		2,026,773.49
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	YES					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546 objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		3,851.49		3,848.50		3,856.94
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		66,458,880.31		69,127,336.41		67,559,116.10
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		66,458,880.31		69,127,336.41		67,559,116.10
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,993,766.41		2,073,820.09		2,026,773.48
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,993,766.41		2,073,820.09		2,026,773.48
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

<b>ORCUTT UNION SCHOOL DISTRICT</b>	
<b>FUND BALANCES</b>	
<b>General Fund (Fund 01)</b>	
Beginning Balance	\$ 25,150,289
Revenues	\$ 66,844,433
Expenditures	\$ (65,013,880)
Other Financing/Sources	\$ (1,445,000)
Ending Fund Balance	\$ 25,535,841
<b>Student Activity (Fund 08)</b>	
Beginning Balance	\$ -
Revenues	\$ -
Expenditures	\$ -
Other Financing/Sources	\$ -
Ending Fund Balance	\$ -
<b>Charter School (Fund 09)</b>	
Beginning Balance	\$ 4,502,070
Revenues	\$ 10,925,109
Expenditures	\$ (10,698,888)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 4,728,291
<b>Child Development (Fund 12)</b>	
Beginning Balance	\$ 1,909
Revenues	\$ 370,332
Expenditures	\$ (286,388)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 85,854
<b>Cafeteria (Fund 13)</b>	
Beginning Balance	\$ 3,223,992
Revenues	\$ 4,429,092
Expenditures	\$ (4,607,614)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 3,045,470
<b>Deferred Maintenance (Fund 14)</b>	
Beginning Balance	\$ 6,542,499
Revenues	\$ 101,000
Expenditures	\$ (1,560,000)
Other Financing/Sources	\$ 445,000
Ending Fund Balance	\$ 5,528,499
<b>Post-Employment Benefits (Fund 20)</b>	
Beginning Balance	\$ 5,680
Revenues	\$ 75
Expenditures	\$ -
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 5,755
<b>Building Fund (Fund 21)</b>	
Beginning Balance	\$ 8,316,018
Revenues	\$ 104,000
Expenditures	\$ (8,430,396)
Other Financing/Sources	\$ 1,000,000
Ending Fund Balance	\$ 989,622
<b>Developer's Fees (Fund 25)</b>	
Beginning Balance	\$ 1,335,935
Revenues	\$ 348,000
Expenditures	\$ (35,000)
Other Financing/Sources	\$ (1,000,000)
Ending Fund Balance	\$ 648,935
<b>Special Reserve - Capital Projects (Fund 40)</b>	
Beginning Balance	\$ 3,077,343
Revenues	\$ 1,700
Expenditures	\$ -
Other Financing/Sources	\$ 1,000,000
Ending Fund Balance	\$ 4,079,043
<b>Bond Interest &amp; Redemption (Fund 51)</b>	
Beginning Balance	\$ 3,464,316
Revenues	\$ 66,526
Expenditures	\$ (334,415)
Ending Fund Balance	\$ 3,196,427
<b>Self-Insurance Fund (Fund 67)</b>	
Beginning Balance	\$ 44,653
Revenues	\$ 16,500
Expenditures	\$ -

Ending Fund Balance	\$ 61,153
<b>Other Post Employment Benefits (Fund 71)</b>	
Beginning Balance	\$ 8,817,520
Revenues	\$ 853,000
Expenditures	\$ -
Other Financing/Sources	
Ending Fund Balance	\$ 9,670,520
<b>Combined Beginning Balance</b>	<b>\$ 64,482,223</b>
<b>Combined Ending Balance</b>	<b>\$ 57,575,410</b>
<b>Total Revenue</b>	<b>\$ 84,059,767</b>
<b>Total Expenditures</b>	<b>\$ (90,966,581)</b>
updated 12/7/2023	



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	45,526,947.00	45,526,947.00	7,953,172.50	45,791,935.00	264,988.00	0.6%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	778,581.00	778,581.00	126,648.33	1,189,500.00	410,919.00	52.8%
4) Other Local Revenue		8600-8799	2,072,800.00	2,072,800.00	1,448,491.39	3,223,960.64	1,151,160.64	55.5%
5) TOTAL, REVENUES			48,378,328.00	48,378,328.00	9,528,312.22	50,205,395.64		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	18,721,915.68	18,721,915.68	4,178,925.65	19,160,642.53	(438,726.85)	-2.3%
2) Classified Salaries		2000-2999	5,375,782.50	5,375,782.50	1,678,840.89	5,523,742.30	(147,959.80)	-2.8%
3) Employee Benefits		3000-3999	9,315,778.28	9,315,778.28	2,094,911.57	9,587,885.22	(272,106.94)	-2.9%
4) Books and Supplies		4000-4999	2,978,732.36	2,978,732.36	454,654.28	3,263,473.94	(284,741.58)	-9.6%
5) Services and Other Operating Expenditures		5000-5999	1,820,025.99	1,820,025.99	1,131,219.25	2,217,797.49	(397,771.50)	-21.9%
6) Capital Outlay		6000-6999	135,000.00	135,000.00	77,920.91	1,191,810.36	(1,056,810.36)	-782.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(232,940.49)	(232,940.49)	(65,157.16)	(219,385.86)	(13,554.63)	5.8%
9) TOTAL, EXPENDITURES			38,114,294.32	38,114,294.32	9,551,315.39	40,725,965.98		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			10,264,033.68	10,264,033.68	(23,003.17)	9,479,429.66		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(8,330,813.45)	(8,330,813.45)	(4,400,000.00)	(7,904,070.65)	426,742.80	-5.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			(9,330,813.45)	(9,330,813.45)	(5,400,000.00)	(8,904,070.65)		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			933,220.23	933,220.23	(5,423,003.17)	575,359.01		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	15,145,950.59	15,145,950.59		15,184,250.39	38,299.80	0.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,145,950.59	15,145,950.59		15,184,250.39		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,145,950.59	15,145,950.59		15,184,250.39		
2) Ending Balance, June 30 (E + F1e)			16,079,170.82	16,079,170.82		15,759,609.40		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	15,500.00	15,500.00		15,500.00		
Stores		9712	30,000.00	30,000.00		30,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	13,838,295.62	13,838,295.62		13,470,342.99		
Economic Downturn/Declining Enrollment	0000	9760	8,338,295.62					
Strategic Plan Implementation	0000	9760	2,000,000.00					
Technology Update	0000	9760	1,000,000.00					
Textbook Adoption	0000	9760	1,000,000.00					
TK Expansion Plan Implementation	0000	9760	1,500,000.00					
Economic Downturn/Declining Enrollment	0000	9760		8,338,295.62				
Strategic Plan Implementation	0000	9760		2,000,000.00				
Technology Update	0000	9760		1,000,000.00				
Textbook Adoption	0000	9760		1,000,000.00				
TK Expansion Plan Implementation	0000	9760		1,500,000.00				
Economic Downturn/Declining Enrollment	0000	9760				7,970,342.99		
Strategic Plan Implementation	0000	9760				2,000,000.00		
Technology Update	0000	9760				1,000,000.00		
Textbook Adoption	0000	9760				1,000,000.00		
TK Expansion Plan Implementation	0000	9760				1,500,000.00		
d) Assigned								
Other Assignments		9780	350,000.00	350,000.00		250,000.00		
Compensated Absences	0000	9780	50,000.00					
CTE Required Match	0000	9780	100,000.00					
Site Donation Account	0000	9780	200,000.00					
Compensated Absences	0000	9780		50,000.00				
CTE Required Match	0000	9780		100,000.00				
Site Donation Account	0000	9780		200,000.00				
Compensated Absences	0000	9780				50,000.00		
Site Donation Account	0000	9780				200,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,845,375.20	1,845,375.20		1,993,766.41		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	18,532,758.00	18,532,758.00	5,205,684.00	18,599,067.00	66,309.00	0.4%
Education Protection Account State Aid - Current Year		8012	10,605,901.00	10,605,901.00	2,951,611.00	10,673,309.00	67,408.00	0.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	54,596.00	54,596.00	0.00	51,930.00	(2,666.00)	-4.9%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Secured Roll Taxes		8041	14,911,154.00	14,911,154.00	(9,385.11)	15,173,170.00	262,016.00	1.8%
Unsecured Roll Taxes		8042	495,402.00	495,402.00	539,523.38	552,974.00	57,572.00	11.6%
Prior Years' Taxes		8043	54,406.00	54,406.00	44,317.02	10,898.00	(43,508.00)	-80.0%
Supplemental Taxes		8044	1,443,722.00	1,443,722.00	250,692.21	1,418,126.00	(25,596.00)	-1.8%
Education Revenue Augmentation Fund (ERAF)		8045	2,385,660.00	2,385,660.00	0.00	2,462,148.00	76,488.00	3.2%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>48,483,599.00</b>	<b>48,483,599.00</b>	<b>8,982,442.50</b>	<b>48,941,622.00</b>	<b>458,023.00</b>	<b>0.9%</b>
<b>LCFF Transfers</b>								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(2,956,652.00)	(2,956,652.00)	(1,029,270.00)	(3,149,687.00)	(193,035.00)	6.5%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>45,526,947.00</b>	<b>45,526,947.00</b>	<b>7,953,172.50</b>	<b>45,791,935.00</b>	<b>264,988.00</b>	<b>0.6%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319						
Special Education Master Plan								
Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	125,431.00	125,431.00	0.00	136,350.00	10,919.00	8.7%
Lottery - Unrestricted and Instructional Materials		8560	646,650.00	646,650.00	22,052.33	646,650.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	6,500.00	6,500.00	104,596.00	406,500.00	400,000.00	6,153.8%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>778,581.00</b>	<b>778,581.00</b>	<b>126,648.33</b>	<b>1,189,500.00</b>	<b>410,919.00</b>	<b>52.8%</b>
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	456.00	60.00	60.00	New
Interest		8660	200,000.00	200,000.00	15,412.61	433,000.00	233,000.00	116.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	912,320.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	1,872,800.00	1,872,800.00	520,302.78	2,790,900.64	918,100.64	49.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,072,800.00</b>	<b>2,072,800.00</b>	<b>1,448,491.39</b>	<b>3,223,960.64</b>	<b>1,151,160.64</b>	<b>55.5%</b>
<b>TOTAL, REVENUES</b>			<b>48,378,328.00</b>	<b>48,378,328.00</b>	<b>9,528,312.22</b>	<b>50,205,395.64</b>	<b>1,827,067.64</b>	<b>3.8%</b>
<b>CERTIFICATED SALARIES</b>								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Certificated Teachers' Salaries		1100	15,195,812.44	15,195,812.44	3,061,493.21	15,597,019.61	(401,207.17)	-2.6%
Certificated Pupil Support Salaries		1200	619,555.08	619,555.08	161,317.42	615,473.58	4,081.50	0.7%
Certificated Supervisors' and Administrators' Salaries		1300	2,763,239.16	2,763,239.16	934,723.16	2,813,402.84	(50,163.68)	-1.8%
Other Certificated Salaries		1900	143,309.00	143,309.00	21,391.86	134,746.50	8,562.50	6.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>18,721,915.68</b>	<b>18,721,915.68</b>	<b>4,178,925.65</b>	<b>19,160,642.53</b>	<b>(438,726.85)</b>	<b>-2.3%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	176,922.93	176,922.93	78,822.34	312,908.52	(135,985.59)	-76.9%
Classified Support Salaries		2200	2,456,036.04	2,456,036.04	796,750.54	2,457,577.81	(1,541.77)	-0.1%
Classified Supervisors' and Administrators' Salaries		2300	421,089.56	421,089.56	141,720.52	452,112.52	(31,022.96)	-7.4%
Clerical, Technical and Office Salaries		2400	2,082,246.50	2,082,246.50	625,487.27	2,078,042.38	4,204.12	0.2%
Other Classified Salaries		2900	239,487.47	239,487.47	36,060.22	223,101.07	16,386.40	6.8%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>5,375,782.50</b>	<b>5,375,782.50</b>	<b>1,678,840.89</b>	<b>5,523,742.30</b>	<b>(147,959.80)</b>	<b>-2.8%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	3,339,098.42	3,339,098.42	785,407.57	3,505,421.19	(166,322.77)	-5.0%
PERS		3201-3202	1,336,583.09	1,336,583.09	417,196.26	1,347,166.00	(10,582.91)	-0.8%
OASDI/Medicare/Alternative		3301-3302	712,872.73	712,872.73	178,248.40	612,713.62	100,159.11	14.1%
Health and Welfare Benefits		3401-3402	2,608,803.29	2,608,803.29	568,972.40	2,798,667.54	(189,864.25)	-7.3%
Unemployment Insurance		3501-3502	11,623.36	11,623.36	2,776.42	12,667.97	(1,044.61)	-9.0%
Workers' Compensation		3601-3602	251,698.39	251,698.39	64,274.33	262,239.67	(10,541.28)	-4.2%
OPEB, Allocated		3701-3702	1,044,651.80	1,044,651.80	75,322.56	1,035,542.24	9,109.56	0.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	10,447.20	10,447.20	2,713.63	13,466.99	(3,019.79)	-28.9%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>9,315,778.28</b>	<b>9,315,778.28</b>	<b>2,094,911.57</b>	<b>9,587,885.22</b>	<b>(272,106.94)</b>	<b>-2.9%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	20,000.00	20,000.00	29,185.14	30,023.00	(10,023.00)	-50.1%
Books and Other Reference Materials		4200	21,000.00	21,000.00	1,266.50	21,102.00	(102.00)	-0.5%
Materials and Supplies		4300	2,644,932.36	2,644,932.36	379,715.94	2,909,116.40	(264,184.04)	-10.0%
Noncapitalized Equipment		4400	292,800.00	292,800.00	44,486.70	303,232.54	(10,432.54)	-3.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>2,978,732.36</b>	<b>2,978,732.36</b>	<b>454,654.28</b>	<b>3,263,473.94</b>	<b>(284,741.58)</b>	<b>-9.6%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	52,000.00	52,000.00	8,105.40	13,000.00	39,000.00	75.0%
Travel and Conferences		5200	101,112.96	101,112.96	28,899.28	113,220.55	(12,107.59)	-12.0%
Dues and Memberships		5300	34,800.00	34,800.00	20,708.63	35,748.88	(948.88)	-2.7%
Insurance		5400-5450	525,416.49	525,416.49	516,893.43	533,902.25	(8,485.76)	-1.6%
Operations and Housekeeping Services		5500	1,086,876.00	1,086,876.00	291,571.84	1,125,134.50	(38,258.50)	-3.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	214,900.00	214,900.00	62,310.02	217,816.39	(2,916.39)	-1.4%
Transfers of Direct Costs		5710	(100.00)	(100.00)	(28.08)	(100.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,987,782.00)	(1,987,782.00)	(510,036.49)	(2,000,803.00)	13,021.00	-0.7%
Professional/Consulting Services and Operating Expenditures		5800	1,570,986.71	1,570,986.71	659,303.03	1,893,246.00	(322,259.29)	-20.5%
Communications		5900	221,815.83	221,815.83	53,492.19	286,631.92	(64,816.09)	-29.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,820,025.99	1,820,025.99	1,131,219.25	2,217,797.49	(397,771.50)	-21.9%
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	17,031.00	30,700.00	(30,700.00)	New
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	589,110.00	(589,110.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	5,000.00	5,000.00	50,141.79	450,000.36	(445,000.36)	-8,900.0%
Equipment Replacement		6500	130,000.00	130,000.00	10,748.12	122,000.00	8,000.00	6.2%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			135,000.00	135,000.00	77,920.91	1,191,810.36	(1,056,810.36)	-782.8%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict								
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(99,028.49)	(99,028.49)	(34,790.66)	(126,927.49)	27,899.00	-28.2%
Transfers of Indirect Costs - Interfund		7350	(133,912.00)	(133,912.00)	(30,366.50)	(92,458.37)	(41,453.63)	31.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(232,940.49)	(232,940.49)	(65,157.16)	(219,385.86)	(13,554.63)	5.8%
TOTAL, EXPENDITURES			38,114,294.32	38,114,294.32	9,551,315.39	40,725,965.98	(2,611,671.66)	-6.9%
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(8,330,813.45)	(8,330,813.45)	(4,400,000.00)	(7,904,070.65)	426,742.80	-5.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(8,330,813.45)	(8,330,813.45)	(4,400,000.00)	(7,904,070.65)	426,742.80	-5.1%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(9,330,813.45)	(9,330,813.45)	(5,400,000.00)	(8,904,070.65)	426,742.80	-4.6%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	1,331,967.00	1,331,967.00	5,135.00	1,424,854.00	92,887.00	7.0%
2) Federal Revenue		8100-8299	3,404,915.82	3,404,915.82	464,170.25	5,588,143.16	2,183,227.34	64.1%
3) Other State Revenue		8300-8599	5,865,814.17	5,865,814.17	627,200.24	6,662,882.07	797,067.90	13.6%
4) Other Local Revenue		8600-8799	2,739,697.00	2,739,697.00	887,233.05	2,963,158.13	223,461.13	8.2%
5) TOTAL, REVENUES			13,342,393.99	13,342,393.99	1,983,738.54	16,639,037.36		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	4,992,605.36	4,992,605.36	1,158,286.82	4,799,247.18	193,358.18	3.9%
2) Classified Salaries		2000-2999	3,877,737.18	3,877,737.18	1,241,794.63	4,210,751.45	(333,014.27)	-8.6%
3) Employee Benefits		3000-3999	5,713,586.65	5,713,586.65	791,339.70	5,670,985.51	42,601.14	0.7%
4) Books and Supplies		4000-4999	1,575,304.87	1,575,304.87	316,208.89	1,552,100.38	23,204.49	1.5%
5) Services and Other Operating Expenditures		5000-5999	2,905,502.10	2,905,502.10	835,552.92	4,041,899.98	(1,136,397.88)	-39.1%
6) Capital Outlay		6000-6999	111,866.68	111,866.68	144,164.34	1,089,343.34	(977,476.66)	-873.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,597,581.00	2,597,581.00	697,798.00	2,796,659.00	(199,078.00)	-7.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	99,028.49	99,028.49	34,790.66	126,927.49	(27,899.00)	-28.2%
9) TOTAL, EXPENDITURES			21,873,212.33	21,873,212.33	5,219,935.96	24,287,914.33		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(8,530,818.34)	(8,530,818.34)	(3,236,197.42)	(7,648,876.97)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	525,000.00	525,000.00	0.00	445,000.00	80,000.00	15.2%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	8,330,813.45	8,330,813.45	4,400,000.00	7,904,070.65	(426,742.80)	-5.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			7,805,813.45	7,805,813.45	4,400,000.00	7,459,070.65		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(725,004.89)	(725,004.89)	1,163,802.58	(189,806.32)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	6,599,581.86	6,599,581.86		9,966,038.33	3,366,456.47	51.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,599,581.86	6,599,581.86		9,966,038.33		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,599,581.86	6,599,581.86		9,966,038.33		
2) Ending Balance, June 30 (E + F1e)			5,874,576.97	5,874,576.97		9,776,232.01		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	5,874,576.98	5,874,576.98		9,776,232.01		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(.01)	(.01)		0.00		
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF								
(50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	1,331,967.00	1,331,967.00	5,135.00	1,424,854.00	92,887.00	7.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,331,967.00	1,331,967.00	5,135.00	1,424,854.00	92,887.00	7.0%
<b>FEDERAL REVENUE</b>								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	975,469.00	975,469.00	(32,928.00)	979,788.00	4,319.00	0.4%
Special Education Discretionary Grants		8182	91,583.00	91,583.00	(38,838.00)	89,871.00	(1,712.00)	-1.9%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	460,121.00	460,121.00	134,199.79	471,829.00	11,708.00	2.5%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	86,311.00	86,311.00	58,128.52	99,583.00	13,272.00	15.4%
Title III, Part A, Immigrant Student Program	4201	8290	7,844.00	7,844.00	5,883.00	7,844.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	61,174.00	61,174.00	25,706.31	61,174.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	52,000.00	52,000.00	44,588.00	230,351.00	178,351.00	343.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,670,413.82	1,670,413.82	267,430.63	3,647,703.16	1,977,289.34	118.4%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,404,915.82</b>	<b>3,404,915.82</b>	<b>464,170.25</b>	<b>5,588,143.16</b>	<b>2,183,227.34</b>	<b>64.1%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materials		8560	235,000.00	235,000.00	42,158.33	235,000.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	190,765.17	190,765.17	(2,950.83)	190,765.17	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	4,000.00	4,000.00	1,700.00	4,000.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	5,436,049.00	5,436,049.00	586,292.74	6,233,116.90	797,067.90	14.7%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>5,865,814.17</b>	<b>5,865,814.17</b>	<b>627,200.24</b>	<b>6,662,882.07</b>	<b>797,067.90</b>	<b>13.6%</b>
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%

Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other Local Revenue		8699	150,000.00	150,000.00	116,705.05	260,839.13	110,839.13	73.9%
Tuition		8710	371,118.00	371,118.00	78,273.00	404,106.00	32,988.00	8.9%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	2,218,579.00	2,218,579.00	692,255.00	2,298,213.00	79,634.00	3.6%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,739,697.00</b>	<b>2,739,697.00</b>	<b>887,233.05</b>	<b>2,963,158.13</b>	<b>223,461.13</b>	<b>8.2%</b>
<b>TOTAL, REVENUES</b>			<b>13,342,393.99</b>	<b>13,342,393.99</b>	<b>1,983,738.54</b>	<b>16,639,037.36</b>	<b>3,296,643.37</b>	<b>24.7%</b>
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	4,122,641.92	4,122,641.92	931,209.84	4,119,604.60	3,037.32	0.1%
Certificated Pupil Support Salaries		1200	505,750.60	505,750.60	157,565.20	496,685.60	9,065.00	1.8%
Certificated Supervisors' and Administrators' Salaries		1300	354,212.84	354,212.84	56,709.28	167,994.48	186,218.36	52.6%
Other Certificated Salaries		1900	10,000.00	10,000.00	12,802.50	14,962.50	(4,962.50)	-49.6%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>4,992,605.36</b>	<b>4,992,605.36</b>	<b>1,158,286.82</b>	<b>4,799,247.18</b>	<b>193,358.18</b>	<b>3.9%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	2,679,264.65	2,679,264.65	792,729.44	2,837,580.67	(158,316.02)	-5.9%
Classified Support Salaries		2200	607,676.04	607,676.04	158,528.54	685,797.48	(78,121.44)	-12.9%
Classified Supervisors' and Administrators' Salaries		2300	418,997.32	418,997.32	145,545.49	407,816.80	11,180.52	2.7%
Clerical, Technical and Office Salaries		2400	171,799.17	171,799.17	51,968.16	178,832.03	(7,032.86)	-4.1%
Other Classified Salaries		2900	0.00	0.00	93,023.00	100,724.47	(100,724.47)	New
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>3,877,737.18</b>	<b>3,877,737.18</b>	<b>1,241,794.63</b>	<b>4,210,751.45</b>	<b>(333,014.27)</b>	<b>-8.6%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	3,476,838.89	3,476,838.89	201,426.91	3,235,090.64	241,748.25	7.0%
PERS		3201-3202	843,352.30	843,352.30	265,012.01	1,018,597.97	(175,245.67)	-20.8%
OASDI/Medicare/Alternative		3301-3302	358,750.65	358,750.65	103,289.72	380,252.42	(21,501.77)	-6.0%
Health and Welfare Benefits		3401-3402	912,032.81	912,032.81	187,730.38	905,277.82	6,754.99	0.7%
Unemployment Insurance		3501-3502	4,264.85	4,264.85	1,163.51	4,414.24	(149.39)	-3.5%
Workers' Compensation		3601-3602	93,582.15	93,582.15	26,916.34	101,583.61	(8,001.46)	-8.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	24,765.00	24,765.00	5,800.83	25,768.81	(1,003.81)	-4.1%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>5,713,586.65</b>	<b>5,713,586.65</b>	<b>791,339.70</b>	<b>5,670,985.51</b>	<b>42,601.14</b>	<b>0.7%</b>
<b>BOOKS AND SUPPLIES</b>								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Approved Textbooks and Core Curricula Materials		4100	150,000.00	150,000.00	52,441.30	75,000.00	75,000.00	50.0%
Books and Other Reference Materials		4200	35,000.00	35,000.00	44,921.11	78,684.90	(43,684.90)	-124.8%
Materials and Supplies		4300	1,296,112.57	1,296,112.57	154,526.79	1,248,169.44	47,943.13	3.7%
Noncapitalized Equipment		4400	94,192.30	94,192.30	64,319.69	150,246.04	(56,053.74)	-59.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,575,304.87</b>	<b>1,575,304.87</b>	<b>316,208.89</b>	<b>1,552,100.38</b>	<b>23,204.49</b>	<b>1.5%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	479,229.00	479,229.00	87,229.28	367,598.44	111,630.56	23.3%
Travel and Conferences		5200	117,608.80	117,608.80	50,305.83	185,273.82	(67,665.02)	-57.5%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	11,000.00	11,000.00	11,100.00	11,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	140,500.00	140,500.00	47,203.97	137,500.00	3,000.00	2.1%
Transfers of Direct Costs		5710	100.00	100.00	28.08	100.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,150,596.90	2,150,596.90	639,165.76	3,337,368.62	(1,186,771.72)	-55.2%
Communications		5900	6,467.40	6,467.40	520.00	3,059.10	3,408.30	52.7%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,905,502.10</b>	<b>2,905,502.10</b>	<b>835,552.92</b>	<b>4,041,899.98</b>	<b>(1,136,397.88)</b>	<b>-39.1%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	23,770.00	924,000.00	(924,000.00)	New
Buildings and Improvements of Buildings		6200	0.00	0.00	82,494.34	79,010.00	(79,010.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	111,866.68	111,866.68	0.00	48,433.34	63,433.34	56.7%
Equipment Replacement		6500	0.00	0.00	37,900.00	37,900.00	(37,900.00)	New
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>111,866.68</b>	<b>111,866.68</b>	<b>144,164.34</b>	<b>1,089,343.34</b>	<b>(977,476.66)</b>	<b>-873.8%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict								
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	274,699.00	274,699.00	58,186.00	274,699.00	0.00	0.0%
Payments to County Offices		7142	2,322,882.00	2,322,882.00	639,612.00	2,521,960.00	(199,078.00)	-8.6%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%

Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,597,581.00	2,597,581.00	697,798.00	2,796,659.00	(199,078.00)	-7.7%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	99,028.49	99,028.49	34,790.66	126,927.49	(27,899.00)	-28.2%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			99,028.49	99,028.49	34,790.66	126,927.49	(27,899.00)	-28.2%
TOTAL, EXPENDITURES			21,873,212.33	21,873,212.33	5,219,935.96	24,287,914.33	(2,414,702.00)	-11.0%
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	525,000.00	525,000.00	0.00	445,000.00	80,000.00	15.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			525,000.00	525,000.00	0.00	445,000.00	80,000.00	15.2%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>Long-Term Debt Proceeds</b>								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	8,330,813.45	8,330,813.45	4,400,000.00	7,904,070.65	(426,742.80)	-5.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			8,330,813.45	8,330,813.45	4,400,000.00	7,904,070.65	(426,742.80)	-5.1%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			7,805,813.45	7,805,813.45	4,400,000.00	7,459,070.65	346,742.80	4.4%



2023-24 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	46,858,914.00	46,858,914.00	7,958,307.50	47,216,789.00	357,875.00	0.8%
2) Federal Revenue		8100-8299	3,404,915.82	3,404,915.82	464,170.25	5,588,143.16	2,183,227.34	64.1%
3) Other State Revenue		8300-8599	6,644,395.17	6,644,395.17	753,848.57	7,852,382.07	1,207,986.90	18.2%
4) Other Local Revenue		8600-8799	4,812,497.00	4,812,497.00	2,335,724.44	6,187,118.77	1,374,621.77	28.6%
5) TOTAL, REVENUES			61,720,721.99	61,720,721.99	11,512,050.76	66,844,433.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	23,714,521.04	23,714,521.04	5,337,212.47	23,959,889.71	(245,368.67)	-1.0%
2) Classified Salaries		2000-2999	9,253,519.68	9,253,519.68	2,920,635.52	9,734,493.75	(480,974.07)	-5.2%
3) Employee Benefits		3000-3999	15,029,364.93	15,029,364.93	2,886,251.27	15,258,870.73	(229,505.80)	-1.5%
4) Books and Supplies		4000-4999	4,554,037.23	4,554,037.23	770,863.17	4,815,574.32	(261,537.09)	-5.7%
5) Services and Other Operating Expenditures		5000-5999	4,725,528.09	4,725,528.09	1,966,772.17	6,259,697.47	(1,534,169.38)	-32.5%
6) Capital Outlay		6000-6999	246,866.68	246,866.68	222,085.25	2,281,153.70	(2,034,287.02)	-824.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,597,581.00	2,597,581.00	697,798.00	2,796,659.00	(199,078.00)	-7.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(133,912.00)	(133,912.00)	(30,366.50)	(92,458.37)	(41,453.63)	31.0%
9) TOTAL, EXPENDITURES			59,987,506.65	59,987,506.65	14,771,251.35	65,013,880.31		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,733,215.34	1,733,215.34	(3,259,200.59)	1,830,552.69		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,525,000.00	1,525,000.00	1,000,000.00	1,445,000.00	80,000.00	5.2%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,525,000.00)	(1,525,000.00)	(1,000,000.00)	(1,445,000.00)		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			208,215.34	208,215.34	(4,259,200.59)	385,552.69		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	21,745,532.45	21,745,532.45		25,150,288.72	3,404,756.27	15.7%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,745,532.45	21,745,532.45		25,150,288.72		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,745,532.45	21,745,532.45		25,150,288.72		
2) Ending Balance, June 30 (E + F1e)			21,953,747.79	21,953,747.79		25,535,841.41		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	15,500.00	15,500.00		15,500.00		
Stores		9712	30,000.00	30,000.00		30,000.00		
Prepaid Items		9713	0.00	0.00		0.00		

2023-24 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	5,874,576.98	5,874,576.98		9,776,232.01		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	13,838,295.62	13,838,295.62		13,470,342.99		
Economic Downturn/Declining Enrollment	0000	9760	8,338,295.62					
Strategic Plan Implementation	0000	9760	2,000,000.00					
Technology Update	0000	9760	1,000,000.00					
Textbook Adoption	0000	9760	1,000,000.00					
TK Expansion Plan Implementation	0000	9760	1,500,000.00					
Economic Downturn/Declining Enrollment	0000	9760		8,338,295.62				
Strategic Plan Implementation	0000	9760		2,000,000.00				
Technology Update	0000	9760		1,000,000.00				
Textbook Adoption	0000	9760		1,000,000.00				
TK Expansion Plan Implementation	0000	9760		1,500,000.00				
Economic Downturn/Declining Enrollment	0000	9760				7,970,342.99		
Strategic Plan Implementation	0000	9760				2,000,000.00		
Technology Update	0000	9760				1,000,000.00		
Textbook Adoption	0000	9760				1,000,000.00		
TK Expansion Plan Implementation	0000	9760				1,500,000.00		
d) Assigned								
Other Assignments		9780	350,000.00	350,000.00		250,000.00		
Compensated Absences	0000	9780	50,000.00					
CTE Required Match	0000	9780	100,000.00					
Site Donation Account	0000	9780	200,000.00					
Compensated Absences	0000	9780		50,000.00				
CTE Required Match	0000	9780		100,000.00				
Site Donation Account	0000	9780		200,000.00				
Compensated Absences	0000	9780				50,000.00		
Site Donation Account	0000	9780				200,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,845,375.20	1,845,375.20		1,993,766.41		
Unassigned/Unappropriated Amount		9790	(.01)	(.01)		0.00		
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	18,532,758.00	18,532,758.00	5,205,684.00	18,599,067.00	66,309.00	0.4%
Education Protection Account State Aid - Current Year		8012	10,605,901.00	10,605,901.00	2,951,611.00	10,673,309.00	67,408.00	0.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	54,596.00	54,596.00	0.00	51,930.00	(2,666.00)	-4.9%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	14,911,154.00	14,911,154.00	(9,385.11)	15,173,170.00	262,016.00	1.8%

2023-24 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Unsecured Roll Taxes		8042	495,402.00	495,402.00	539,523.38	552,974.00	57,572.00	11.6%
Prior Years' Taxes		8043	54,406.00	54,406.00	44,317.02	10,898.00	(43,508.00)	-80.0%
Supplemental Taxes		8044	1,443,722.00	1,443,722.00	250,692.21	1,418,126.00	(25,596.00)	-1.8%
Education Revenue Augmentation Fund (ERAF)		8045	2,385,660.00	2,385,660.00	0.00	2,462,148.00	76,488.00	3.2%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>48,483,599.00</b>	<b>48,483,599.00</b>	<b>8,982,442.50</b>	<b>48,941,622.00</b>	<b>458,023.00</b>	<b>0.9%</b>
<b>LCFF Transfers</b>								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(2,956,652.00)	(2,956,652.00)	(1,029,270.00)	(3,149,687.00)	(193,035.00)	6.5%
Property Taxes Transfers		8097	1,331,967.00	1,331,967.00	5,135.00	1,424,854.00	92,887.00	7.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>46,858,914.00</b>	<b>46,858,914.00</b>	<b>7,958,307.50</b>	<b>47,216,789.00</b>	<b>357,875.00</b>	<b>0.8%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	975,469.00	975,469.00	(32,928.00)	979,788.00	4,319.00	0.4%
Special Education Discretionary Grants		8182	91,583.00	91,583.00	(38,838.00)	89,871.00	(1,712.00)	-1.9%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	460,121.00	460,121.00	134,199.79	471,829.00	11,708.00	2.5%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	86,311.00	86,311.00	58,128.52	99,583.00	13,272.00	15.4%
Title III, Part A, Immigrant Student Program	4201	8290	7,844.00	7,844.00	5,883.00	7,844.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	61,174.00	61,174.00	25,706.31	61,174.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%

2023-24 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	52,000.00	52,000.00	44,588.00	230,351.00	178,351.00	343.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,670,413.82	1,670,413.82	267,430.63	3,647,703.16	1,977,289.34	118.4%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,404,915.82</b>	<b>3,404,915.82</b>	<b>464,170.25</b>	<b>5,588,143.16</b>	<b>2,183,227.34</b>	<b>64.1%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	125,431.00	125,431.00	0.00	136,350.00	10,919.00	8.7%
Lottery - Unrestricted and Instructional Materials		8560	881,650.00	881,650.00	64,210.66	881,650.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	190,765.17	190,765.17	(2,950.83)	190,765.17	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	4,000.00	4,000.00	1,700.00	4,000.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	5,442,549.00	5,442,549.00	690,888.74	6,639,616.90	1,197,067.90	22.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>6,644,395.17</b>	<b>6,644,395.17</b>	<b>753,848.57</b>	<b>7,852,382.07</b>	<b>1,207,986.90</b>	<b>18.2%</b>
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%

2023-24 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	456.00	60.00	60.00	New
Interest		8660	200,000.00	200,000.00	15,412.61	433,000.00	233,000.00	116.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	912,320.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	2,022,800.00	2,022,800.00	637,007.83	3,051,739.77	1,028,939.77	50.9%
Tuition		8710	371,118.00	371,118.00	78,273.00	404,106.00	32,988.00	8.9%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	2,218,579.00	2,218,579.00	692,255.00	2,298,213.00	79,634.00	3.6%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>4,812,497.00</b>	<b>4,812,497.00</b>	<b>2,335,724.44</b>	<b>6,187,118.77</b>	<b>1,374,621.77</b>	<b>28.6%</b>

2023-24 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>TOTAL, REVENUES</b>			61,720,721.99	61,720,721.99	11,512,050.76	66,844,433.00	5,123,711.01	8.3%
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	19,318,454.36	19,318,454.36	3,992,703.05	19,716,624.21	(398,169.85)	-2.1%
Certificated Pupil Support Salaries		1200	1,125,305.68	1,125,305.68	318,882.62	1,112,159.18	13,146.50	1.2%
Certificated Supervisors' and Administrators' Salaries		1300	3,117,452.00	3,117,452.00	991,432.44	2,981,397.32	136,054.68	4.4%
Other Certificated Salaries		1900	153,309.00	153,309.00	34,194.36	149,709.00	3,600.00	2.3%
<b>TOTAL, CERTIFICATED SALARIES</b>			23,714,521.04	23,714,521.04	5,337,212.47	23,959,889.71	(245,368.67)	-1.0%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	2,856,187.58	2,856,187.58	871,551.78	3,150,489.19	(294,301.61)	-10.3%
Classified Support Salaries		2200	3,063,712.08	3,063,712.08	955,279.08	3,143,375.29	(79,663.21)	-2.6%
Classified Supervisors' and Administrators' Salaries		2300	840,086.88	840,086.88	287,266.01	859,929.32	(19,842.44)	-2.4%
Clerical, Technical and Office Salaries		2400	2,254,045.67	2,254,045.67	677,455.43	2,256,874.41	(2,828.74)	-0.1%
Other Classified Salaries		2900	239,487.47	239,487.47	129,083.22	323,825.54	(84,338.07)	-35.2%
<b>TOTAL, CLASSIFIED SALARIES</b>			9,253,519.68	9,253,519.68	2,920,635.52	9,734,493.75	(480,974.07)	-5.2%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	6,815,937.31	6,815,937.31	986,834.48	6,740,511.83	75,425.48	1.1%
PERS		3201-3202	2,179,935.39	2,179,935.39	682,208.27	2,365,763.97	(185,828.58)	-8.5%
OASDI/Medicare/Alternative		3301-3302	1,071,623.38	1,071,623.38	281,538.12	992,966.04	78,657.34	7.3%
Health and Welfare Benefits		3401-3402	3,520,836.10	3,520,836.10	756,702.78	3,703,945.36	(183,109.26)	-5.2%
Unemployment Insurance		3501-3502	15,888.21	15,888.21	3,939.93	17,082.21	(1,194.00)	-7.5%
Workers' Compensation		3601-3602	345,280.54	345,280.54	91,190.67	363,823.28	(18,542.74)	-5.4%
OPEB, Allocated		3701-3702	1,044,651.80	1,044,651.80	75,322.56	1,035,542.24	9,109.56	0.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	35,212.20	35,212.20	8,514.46	39,235.80	(4,023.60)	-11.4%
<b>TOTAL, EMPLOYEE BENEFITS</b>			15,029,364.93	15,029,364.93	2,886,251.27	15,258,870.73	(229,505.80)	-1.5%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	170,000.00	170,000.00	81,626.44	105,023.00	64,977.00	38.2%
Books and Other Reference Materials		4200	56,000.00	56,000.00	46,187.61	99,786.90	(43,786.90)	-78.2%
Materials and Supplies		4300	3,941,044.93	3,941,044.93	534,242.73	4,157,285.84	(216,240.91)	-5.5%
Noncapitalized Equipment		4400	386,992.30	386,992.30	108,806.39	453,478.58	(66,486.28)	-17.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			4,554,037.23	4,554,037.23	770,863.17	4,815,574.32	(261,537.09)	-5.7%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	531,229.00	531,229.00	95,334.68	380,598.44	150,630.56	28.4%
Travel and Conferences		5200	218,721.76	218,721.76	79,205.11	298,494.37	(79,772.61)	-36.5%
Dues and Memberships		5300	34,800.00	34,800.00	20,708.63	35,748.88	(948.88)	-2.7%
Insurance		5400-5450	536,416.49	536,416.49	527,993.43	544,902.25	(8,485.76)	-1.6%
Operations and Housekeeping Services		5500	1,086,876.00	1,086,876.00	291,571.84	1,125,134.50	(38,258.50)	-3.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	355,400.00	355,400.00	109,513.99	355,316.39	83.61	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,987,782.00)	(1,987,782.00)	(510,036.49)	(2,000,803.00)	13,021.00	-0.7%
Professional/Consulting Services and Operating Expenditures		5800	3,721,583.61	3,721,583.61	1,298,468.79	5,230,614.62	(1,509,031.01)	-40.5%

Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Communications		5900	228,283.23	228,283.23	54,012.19	289,691.02	(61,407.79)	-26.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,725,528.09	4,725,528.09	1,966,772.17	6,259,697.47	(1,534,169.38)	-32.5%
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	40,801.00	954,700.00	(954,700.00)	New
Buildings and Improvements of Buildings		6200	0.00	0.00	82,494.34	668,120.00	(668,120.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	116,866.68	116,866.68	50,141.79	498,433.70	(381,567.02)	-326.5%
Equipment Replacement		6500	130,000.00	130,000.00	48,648.12	159,900.00	(29,900.00)	-23.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			246,866.68	246,866.68	222,085.25	2,281,153.70	(2,034,287.02)	-824.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict								
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	274,699.00	274,699.00	58,186.00	274,699.00	0.00	0.0%
Payments to County Offices		7142	2,322,882.00	2,322,882.00	639,612.00	2,521,960.00	(199,078.00)	-8.6%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,597,581.00	2,597,581.00	697,798.00	2,796,659.00	(199,078.00)	-7.7%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								

2023-24 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(133,912.00)	(133,912.00)	(30,366.50)	(92,458.37)	(41,453.63)	31.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(133,912.00)	(133,912.00)	(30,366.50)	(92,458.37)	(41,453.63)	31.0%
TOTAL, EXPENDITURES			59,987,506.65	59,987,506.65	14,771,251.35	65,013,880.31	(5,026,373.66)	-8.4%
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,525,000.00	1,525,000.00	1,000,000.00	1,445,000.00	80,000.00	5.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,525,000.00	1,525,000.00	1,000,000.00	1,445,000.00	80,000.00	5.2%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%



2023-24 First Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,525,000.00)	(1,525,000.00)	(1,000,000.00)	(1,445,000.00)	(80,000.00)	5.2%

Resource	Description	2023-24 Projected Totals
2600	Expanded Learning Opportunities Program	1,512,635.05
6230	California Clean Energy Jobs Act	16,944.04
6266	Educator Effectiveness, FY 2021-22	274,965.44
6300	Lottery: Instructional Materials	574,021.31
6331	CA Community Schools Partnership Act - Planning Grant	94,500.00
6547	Special Education Early Intervention Preschool Grant	233,015.90
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	2,307,456.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	583,097.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	559,229.00
7415	Classified School Employee Summer Assistance Program	26,089.39
7435	Learning Recovery Emergency Block Grant	3,301,590.29
9010	Other Restricted Local	292,688.59
Total, Restricted Balance		9,776,232.01

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

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	21,434.62	21,434.62		62,367.37	40,932.75	191.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,434.62	21,434.62		62,367.37		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,434.62	21,434.62		62,367.37		
2) Ending Balance, June 30 (E + F1e)			21,434.62	21,434.62		62,367.37		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	21,434.62	21,434.62		62,367.37		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>REVENUES</b>								
Sale of Equipment and Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>								
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2023-24 Project Year Totals
8210	Student Activity Funds	62,367.37
Total, Restricted Balance		62,367.37

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	9,013,352.00	9,013,352.00	1,798,057.42	9,415,567.00	402,215.00	4.5%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	131,562.63	131,562.63	New
3) Other State Revenue		8300-8599	808,513.00	808,513.00	(23,734.11)	776,400.00	(32,113.00)	-4.0%
4) Other Local Revenue		8600-8799	431,507.00	431,507.00	214,870.33	601,579.62	170,072.62	39.4%
5) TOTAL, REVENUES			10,253,372.00	10,253,372.00	1,989,193.64	10,925,109.25		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	4,079,111.01	4,079,111.01	869,186.71	4,028,513.84	50,597.17	1.2%
2) Classified Salaries		2000-2999	636,872.44	636,872.44	177,017.99	635,667.42	1,205.02	0.2%
3) Employee Benefits		3000-3999	2,134,985.98	2,134,985.98	348,899.85	2,033,932.61	101,053.37	4.7%
4) Books and Supplies		4000-4999	618,264.61	618,264.61	285,380.18	1,073,510.85	(455,246.24)	-73.6%
5) Services and Other Operating Expenditures		5000-5999	2,450,234.19	2,450,234.19	937,335.55	2,927,263.06	(477,028.87)	-19.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299,7400-7499		0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,919,468.23	9,919,468.23	2,617,820.28	10,698,887.78		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			333,903.77	333,903.77	(628,626.64)	226,221.47		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			333,903.77	333,903.77	(628,626.64)	226,221.47		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,494,139.92	3,494,139.92		4,502,069.59	1,007,929.67	28.8%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,494,139.92	3,494,139.92		4,502,069.59		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,494,139.92	3,494,139.92		4,502,069.59		
2) Ending Balance, June 30 (E + F1e)			3,828,043.69	3,828,043.69		4,728,291.06		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	661,255.34	661,255.34		1,047,339.16		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	3,166,788.35	3,166,788.35		3,680,951.90		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	3,492,989.00	3,492,989.00	553,668.42	3,653,346.00	160,357.00	4.6%
Education Protection Account State Aid - Current Year		8012	2,563,711.00	2,563,711.00	631,583.00	2,612,534.00	48,823.00	1.9%
State Aid - Prior Years		8019	0.00	0.00	(416,464.00)	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	2,956,652.00	2,956,652.00	1,029,270.00	3,149,687.00	193,035.00	6.5%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			9,013,352.00	9,013,352.00	1,798,057.42	9,415,567.00	402,215.00	4.5%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	131,562.63	131,562.63	New
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	131,562.63	131,562.63	New

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	31,028.00	31,028.00	0.00	34,585.00	3,557.00	11.5%
Lottery - Unrestricted and Instructional Materials		8560	159,740.00	159,740.00	12,344.89	159,740.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	617,745.00	617,745.00	(36,079.00)	582,075.00	(35,670.00)	-5.8%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>808,513.00</b>	<b>808,513.00</b>	<b>(23,734.11)</b>	<b>776,400.00</b>	<b>(32,113.00)</b>	<b>-4.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	40,000.00	40,000.00	1,526.87	75,000.00	35,000.00	87.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	150,017.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	391,507.00	391,507.00	63,326.46	526,579.62	135,072.62	34.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			431,507.00	431,507.00	214,870.33	601,579.62	170,072.62	39.4%
<b>TOTAL, REVENUES</b>			10,253,372.00	10,253,372.00	1,989,193.64	10,925,109.25		
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	3,330,305.83	3,330,305.83	640,382.20	3,278,952.35	51,353.48	1.5%
Certificated Pupil Support Salaries		1200	289,989.64	289,989.64	90,818.46	282,684.46	7,305.18	2.5%
Certificated Supervisors' and Administrators' Salaries		1300	400,606.32	400,606.32	135,204.80	409,460.20	(8,853.88)	-2.2%
Other Certificated Salaries		1900	58,209.22	58,209.22	2,781.25	57,416.83	792.39	1.4%
<b>TOTAL, CERTIFICATED SALARIES</b>			4,079,111.01	4,079,111.01	869,186.71	4,028,513.84	50,597.17	1.2%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	46,243.01	46,243.01	11,636.57	50,865.32	(4,622.31)	-10.0%
Classified Support Salaries		2200	312,004.76	312,004.76	92,241.06	312,193.86	(189.10)	-0.1%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	262,140.97	262,140.97	70,765.48	257,936.01	4,204.96	1.6%
Other Classified Salaries		2900	16,483.70	16,483.70	2,374.88	14,672.23	1,811.47	11.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			636,872.44	636,872.44	177,017.99	635,667.42	1,205.02	0.2%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	1,132,551.36	1,132,551.36	164,909.78	1,130,862.34	1,689.02	0.1%
PERS		3201-3202	145,266.40	145,266.40	43,272.79	150,834.24	(5,567.84)	-3.8%
OASDI/Medicare/Alternative		3301-3302	71,753.67	71,753.67	24,823.18	101,390.23	(29,636.56)	-41.3%
Health and Welfare Benefits		3401-3402	540,259.10	540,259.10	103,530.48	510,915.42	29,343.68	5.4%
Unemployment Insurance		3501-3502	2,237.71	2,237.71	493.32	2,154.95	82.76	3.7%
Workers' Compensation		3601-3602	57,002.04	57,002.04	11,416.42	49,712.91	7,289.13	12.8%
OPEB, Allocated		3701-3702	183,597.20	183,597.20	0.00	85,717.12	97,880.08	53.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,318.50	2,318.50	453.88	2,345.40	(26.90)	-1.2%
<b>TOTAL, EMPLOYEE BENEFITS</b>			2,134,985.98	2,134,985.98	348,899.85	2,033,932.61	101,053.37	4.7%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	56,340.00	56,340.00	186,686.23	171,528.00	(115,188.00)	-204.5%
Books and Other Reference Materials		4200	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Materials and Supplies		4300	545,070.00	545,070.00	76,928.49	842,744.64	(297,674.64)	-54.6%
Noncapitalized Equipment		4400	15,854.61	15,854.61	21,765.46	58,238.21	(42,383.60)	-267.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			618,264.61	618,264.61	285,380.18	1,073,510.85	(455,246.24)	-73.6%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	5,600.60	82,260.00	(82,260.00)	New
Travel and Conferences		5200	2,260.32	2,260.32	3,499.23	92,845.59	(90,585.27)	-4,007.6%
Dues and Memberships		5300	0.00	0.00	18,244.60	5,700.00	(5,700.00)	New
Insurance		5400-5450	177,623.40	177,623.40	90,397.50	90,388.50	87,234.90	49.1%
Operations and Housekeeping Services		5500	225,500.00	225,500.00	44,027.85	248,981.66	(23,481.66)	-10.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,400.00	10,400.00	5,628.68	24,480.00	(14,080.00)	-135.4%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,960,082.00	1,960,082.00	508,223.86	1,973,103.00	(13,021.00)	-0.7%
Professional/Consulting Services and Operating Expenditures		5800	73,317.30	73,317.30	258,245.24	387,002.23	(313,684.93)	-427.8%
Communications		5900	1,051.17	1,051.17	3,467.99	22,502.08	(21,450.91)	-2,040.7%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,450,234.19</b>	<b>2,450,234.19</b>	<b>937,335.55</b>	<b>2,927,263.06</b>	<b>(477,028.87)</b>	<b>-19.5%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>9,919,468.23</b>	<b>9,919,468.23</b>	<b>2,617,820.28</b>	<b>10,698,887.78</b>		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2023-24 Projected Totals
2600	Expanded Learning Opportunities Program	5,002.88
6230	California Clean Energy Jobs Act	5,879.00
6300	Lottery: Instructional Materials	45,187.11
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	443,365.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	101,615.00
7311	Classified School Employee Professional Development Block Grant	232.09
7388	SB 117 COVID-19 LEA Response Funds	8,783.00
7412	A-G Access/Success Grant	9,762.47
7413	A-G Learning Loss Mitigation Grant	17,191.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	417.17
7435	Learning Recovery Emergency Block Grant	394,293.29
7810	Other Restricted State	15,611.15
Total, Restricted Balance		1,047,339.16

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	283,796.08	283,796.08	267,998.00	367,832.08	84,036.00	29.6%
4) Other Local Revenue		8600-8799	1,000.00	1,000.00	6,994.05	2,500.00	1,500.00	150.0%
5) TOTAL, REVENUES			284,796.08	284,796.08	274,992.05	370,332.08		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	7,811.52	7,811.52	2,579.52	7,738.56	72.96	0.9%
2) Classified Salaries		2000-2999	179,662.05	179,662.05	51,624.97	180,143.89	(481.84)	-0.3%
3) Employee Benefits		3000-3999	75,941.21	75,941.21	19,284.65	77,050.94	(1,109.73)	-1.5%
4) Books and Supplies		4000-4999	9,481.93	9,481.93	4,202.57	9,481.93	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,000.00	2,000.00	2,426.71	2,072.96	(72.96)	-3.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	9,899.37	9,899.37	2,080.26	9,899.37	0.00	0.0%
9) TOTAL, EXPENDITURES			284,796.08	284,796.08	82,198.68	286,387.65		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	192,793.37	83,944.43		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	192,793.37	83,944.43		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,250.22	1,250.22		1,909.07	658.85	52.7%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,250.22	1,250.22		1,909.07		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,250.22	1,250.22		1,909.07		
2) Ending Balance, June 30 (E + F1e)			1,250.22	1,250.22		85,853.50		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
		9740	0.00	0.00		82,444.43		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,250.22	1,250.22		3,409.07		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	258,004.00	258,004.00	267,998.00	342,040.00	84,036.00	32.6%
All Other State Revenue	All Other	8590	25,792.08	25,792.08	0.00	25,792.08	0.00	0.0%
TOTAL, OTHER STATE REVENUE			283,796.08	283,796.08	267,998.00	367,832.08	84,036.00	29.6%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	1,307.05	2,500.00	1,500.00	150.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	5,687.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,000.00	1,000.00	6,994.05	2,500.00	1,500.00	150.0%
TOTAL, REVENUES			284,796.08	284,796.08	274,992.05	370,332.08		
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	7,811.52	7,811.52	2,579.52	7,738.56	72.96	0.9%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			7,811.52	7,811.52	2,579.52	7,738.56	72.96	0.9%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	167,567.73	167,567.73	48,027.35	168,049.57	(481.84)	-0.3%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	12,094.32	12,094.32	3,597.62	12,094.32	0.00	0.0%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			179,662.05	179,662.05	51,624.97	180,143.89	(481.84)	-0.3%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	1,478.08	1,478.08	492.68	1,478.08	0.00	0.0%
PERS		3201-3202	31,738.13	31,738.13	8,942.99	32,649.08	(910.95)	-2.9%
OASDI/Medicare/Alternative		3301-3302	11,063.59	11,063.59	3,241.36	10,886.67	176.92	1.6%
Health and Welfare Benefits		3401-3402	28,611.40	28,611.40	5,711.72	28,558.60	52.80	0.2%
Unemployment Insurance		3501-3502	83.90	83.90	24.90	82.80	1.10	1.3%
Workers' Compensation		3601-3602	1,841.11	1,841.11	576.05	1,900.76	(59.65)	-3.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,125.00	1,125.00	294.95	1,494.95	(369.95)	-32.9%
<b>TOTAL, EMPLOYEE BENEFITS</b>			75,941.21	75,941.21	19,284.65	77,050.94	(1,109.73)	-1.5%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Materials and Supplies		4300	6,814.90	6,814.90	4,202.57	6,814.90	0.00	0.0%
Noncapitalized Equipment		4400	1,667.03	1,667.03	0.00	1,667.03	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			9,481.93	9,481.93	4,202.57	9,481.93	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	18.32	54.96	(54.96)	New
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	1,810.74	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,000.00	2,000.00	591.65	2,000.00	0.00	0.0%
Communications		5900	0.00	0.00	6.00	18.00	(18.00)	New
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			2,000.00	2,000.00	2,426.71	2,072.96	(72.96)	-3.6%
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	9,899.37	9,899.37	2,080.26	9,899.37	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,899.37	9,899.37	2,080.26	9,899.37	0.00	0.0%
TOTAL, EXPENDITURES			284,796.08	284,796.08	82,198.68	286,387.65		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2023-24 Projected Totals
6105	Child Development: California State Preschool Program	62,310.38
6127	Child Development: California State Preschool Program QRIS Block Grant RFA	20,134.05
Total, Restricted Balance		82,444.43

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,263,099.00	2,263,099.00	234,676.34	2,121,194.71	(141,904.29)	-6.3%
3) Other State Revenue		8300-8599	1,825,000.00	1,825,000.00	311,618.50	2,249,712.53	424,712.53	23.3%
4) Other Local Revenue		8600-8799	39,500.00	39,500.00	108,855.01	58,184.62	18,684.62	47.3%
5) TOTAL, REVENUES			4,127,599.00	4,127,599.00	655,149.85	4,429,091.86		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,117,140.39	1,117,140.39	338,993.20	1,333,048.24	(215,907.85)	-19.3%
3) Employee Benefits		3000-3999	407,767.67	407,767.67	117,337.18	504,464.76	(96,697.09)	-23.7%
4) Books and Supplies		4000-4999	1,665,099.00	1,665,099.00	423,007.09	2,243,091.86	(577,992.86)	-34.7%
5) Services and Other Operating Expenditures		5000-5999	160,500.00	160,500.00	53,021.54	179,450.00	(18,950.00)	-11.8%
6) Capital Outlay		6000-6999	180,000.00	180,000.00	114,176.59	265,000.00	(85,000.00)	-47.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	124,012.63	124,012.63	28,286.24	82,559.00	41,453.63	33.4%
9) TOTAL, EXPENDITURES			3,654,519.69	3,654,519.69	1,074,821.84	4,607,613.86		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			473,079.31	473,079.31	(419,671.99)	(178,522.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			473,079.31	473,079.31	(419,671.99)	(178,522.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,532,547.66	2,532,547.66		3,223,992.24	691,444.58	27.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,532,547.66	2,532,547.66		3,223,992.24		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,532,547.66	2,532,547.66		3,223,992.24		
2) Ending Balance, June 30 (E + F1e)			3,005,626.97	3,005,626.97		3,045,470.24		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,982,955.36	2,982,955.36		3,031,048.67		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	22,671.61	22,671.61		14,421.57		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	2,263,099.00	2,263,099.00	234,676.34	2,121,194.71	(141,904.29)	-6.3%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,263,099.00	2,263,099.00	234,676.34	2,121,194.71	(141,904.29)	-6.3%
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	1,825,000.00	1,825,000.00	311,618.50	2,249,712.53	424,712.53	23.3%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,825,000.00	1,825,000.00	311,618.50	2,249,712.53	424,712.53	23.3%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	24,500.00	24,500.00	16,794.23	43,000.00	18,500.00	75.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	87,658.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	15,000.00	15,000.00	4,402.78	15,184.62	184.62	1.2%
TOTAL, OTHER LOCAL REVENUE			39,500.00	39,500.00	108,855.01	58,184.62	18,684.62	47.3%
TOTAL, REVENUES			4,127,599.00	4,127,599.00	655,149.85	4,429,091.86		
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	932,562.19	932,562.19	276,108.02	1,084,002.83	(151,440.64)	-16.2%
Classified Supervisors' and Administrators' Salaries		2300	122,869.08	122,869.08	47,113.38	186,196.10	(63,327.02)	-51.5%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	61,709.12	61,709.12	15,771.80	62,849.31	(1,140.19)	-1.8%
TOTAL, CLASSIFIED SALARIES			1,117,140.39	1,117,140.39	338,993.20	1,333,048.24	(215,907.85)	-19.3%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	231,447.28	231,447.28	71,163.87	296,219.67	(64,772.39)	-28.0%
OASDI/Medicare/Alternative		3301-3302	76,990.17	76,990.17	23,271.99	94,889.99	(17,899.82)	-23.2%
Health and Welfare Benefits		3401-3402	75,067.30	75,067.30	16,647.35	86,918.07	(11,850.77)	-15.8%
Unemployment Insurance		3501-3502	547.96	547.96	167.39	654.61	(106.65)	-19.5%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Workers' Compensation		3601-3602	12,023.26	12,023.26	3,874.61	15,066.37	(3,043.11)	-25.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	11,691.70	11,691.70	2,211.97	10,716.05	975.65	8.3%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>407,767.67</b>	<b>407,767.67</b>	<b>117,337.18</b>	<b>504,464.76</b>	<b>(96,697.09)</b>	<b>-23.7%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	181,000.00	181,000.00	53,170.44	196,184.62	(15,184.62)	-8.4%
Noncapitalized Equipment		4400	45,000.00	45,000.00	12,626.21	45,000.00	0.00	0.0%
Food		4700	1,439,099.00	1,439,099.00	357,210.44	2,001,907.24	(562,808.24)	-39.1%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,665,099.00</b>	<b>1,665,099.00</b>	<b>423,007.09</b>	<b>2,243,091.86</b>	<b>(577,992.86)</b>	<b>-34.7%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	5,600.00	5,600.00	1,613.02	5,600.00	0.00	0.0%
Dues and Memberships		5300	1,000.00	1,000.00	622.69	1,000.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	63.84	1,500.00	(1,500.00)	New
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	85,500.00	85,500.00	9,748.53	82,500.00	3,000.00	3.5%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	2,700.00	2,700.00	1.89	2,700.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	65,100.00	65,100.00	40,721.57	85,100.00	(20,000.00)	-30.7%
Communications		5900	600.00	600.00	250.00	1,050.00	(450.00)	-75.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>160,500.00</b>	<b>160,500.00</b>	<b>53,021.54</b>	<b>179,450.00</b>	<b>(18,950.00)</b>	<b>-11.8%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	50,000.00	50,000.00	0.00	90,000.00	(40,000.00)	-80.0%
Equipment Replacement		6500	130,000.00	130,000.00	114,176.59	175,000.00	(45,000.00)	-34.6%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>180,000.00</b>	<b>180,000.00</b>	<b>114,176.59</b>	<b>265,000.00</b>	<b>(85,000.00)</b>	<b>-47.2%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	124,012.63	124,012.63	28,286.24	82,559.00	41,453.63	33.4%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>124,012.63</b>	<b>124,012.63</b>	<b>28,286.24</b>	<b>82,559.00</b>	<b>41,453.63</b>	<b>33.4%</b>
<b>TOTAL, EXPENDITURES</b>			<b>3,654,519.69</b>	<b>3,654,519.69</b>	<b>1,074,821.84</b>	<b>4,607,613.86</b>		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
From: General Fund		8916	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2023-24 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2,902,885.95
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	128,162.72
Total, Restricted Balance		3,031,048.67



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	61,000.00	61,000.00	247,934.96	101,000.00	40,000.00	65.6%
5) TOTAL, REVENUES			61,000.00	61,000.00	247,934.96	101,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	6,636.44	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	176.33	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	40,000.00	40,000.00	0.00	40,000.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	921,000.00	921,000.00	460.00	921,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	599,000.00	599,000.00	420,136.09	599,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,560,000.00	1,560,000.00	427,408.86	1,560,000.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,499,000.00)	(1,499,000.00)	(179,473.90)	(1,459,000.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	1,525,000.00	1,525,000.00	0.00	445,000.00	(1,080,000.00)	-70.8%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,525,000.00	1,525,000.00	0.00	445,000.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			26,000.00	26,000.00	(179,473.90)	(1,014,000.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	6,455,939.58	6,455,939.58		6,542,499.31	86,559.73	1.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,455,939.58	6,455,939.58		6,542,499.31		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,455,939.58	6,455,939.58		6,542,499.31		
2) Ending Balance, June 30 (E + F1e)			6,481,939.58	6,481,939.58		5,528,499.31		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>c) Committed</b>								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
<b>d) Assigned</b>								
Other Assignments		9780	6,481,939.58	6,481,939.58		5,528,499.31		
<b>e) Unassigned/Unappropriated</b>								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>LCFF SOURCES</b>								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
All Other State Revenue								
		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Community Redevelopment Funds Not Subject to LCFF Deduction								
		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	61,000.00	61,000.00	34,477.96	101,000.00	40,000.00	65.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	213,457.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			61,000.00	61,000.00	247,934.96	101,000.00	40,000.00	65.6%
TOTAL, REVENUES			61,000.00	61,000.00	247,934.96	101,000.00		
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries								
		2200	0.00	0.00	6,636.44	0.00	0.00	0.0%
Other Classified Salaries								
		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	6,636.44	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS								
		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS								
		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative								
		3301-3302	0.00	0.00	96.23	0.00	0.00	0.0%
Health and Welfare Benefits								
		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance								
		3501-3502	0.00	0.00	3.32	0.00	0.00	0.0%
Workers' Compensation								
		3601-3602	0.00	0.00	76.78	0.00	0.00	0.0%
OPEB, Allocated								
		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees								
		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits								
		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	176.33	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials								
		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies								
		4300	40,000.00	40,000.00	0.00	40,000.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			40,000.00	40,000.00	0.00	40,000.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	921,000.00	921,000.00	460.00	921,000.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			921,000.00	921,000.00	460.00	921,000.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>								
Land Improvements		6170	400,000.00	400,000.00	406,196.09	400,000.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	13,940.00	0.00	0.00	0.0%
Equipment		6400	199,000.00	199,000.00	0.00	199,000.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			599,000.00	599,000.00	420,136.09	599,000.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,560,000.00	1,560,000.00	427,408.86	1,560,000.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	1,525,000.00	1,525,000.00	0.00	445,000.00	(1,080,000.00)	-70.8%
(a) TOTAL, INTERFUND TRANSFERS IN			1,525,000.00	1,525,000.00	0.00	445,000.00	(1,080,000.00)	-70.8%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,525,000.00	1,525,000.00	0.00	445,000.00		

Resource	Description	2023-24 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	75.00	75.00	226.47	75.00	0.00	0.0%
5) TOTAL, REVENUES			75.00	75.00	226.47	75.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			75.00	75.00	226.47	75.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			75.00	75.00	226.47	75.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,844.48	5,844.48		5,679.63	(164.85)	-2.8%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,844.48	5,844.48		5,679.63		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,844.48	5,844.48		5,679.63		
2) Ending Balance, June 30 (E + F1e)			5,919.48	5,919.48		5,754.63		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
		9740	0.00	0.00		0.00		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	5,919.48	5,919.48		5,754.63		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>OTHER LOCAL REVENUE</b>								
Interest		8660	75.00	75.00	32.47	75.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	194.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			75.00	75.00	226.47	75.00	0.00	0.0%
TOTAL, REVENUES			75.00	75.00	226.47	75.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2023-24 Projected Totals
Total, Restricted Balance		0.00



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	119,000.00	119,000.00	340,748.89	104,000.00	(15,000.00)	-12.6%
5) TOTAL, REVENUES			119,000.00	119,000.00	340,748.89	104,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	6,495,600.00	6,495,600.00	1,224,717.22	8,430,396.12	(1,934,796.12)	-29.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,495,600.00	6,495,600.00	1,224,717.22	8,430,396.12		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(6,376,600.00)	(6,376,600.00)	(883,968.33)	(8,326,396.12)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,000,000.00	1,000,000.00	0.00	1,000,000.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(5,376,600.00)	(5,376,600.00)	(883,968.33)	(7,326,396.12)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	9,766,847.40	9,766,847.40		8,316,018.21	(1,450,829.19)	-14.9%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,766,847.40	9,766,847.40		8,316,018.21		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,766,847.40	9,766,847.40		8,316,018.21		
2) Ending Balance, June 30 (E + F1e)			4,390,247.40	4,390,247.40		989,622.09		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	4,291,441.33	4,291,441.33		939,051.34		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	98,806.07	98,806.07		50,570.75		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	119,000.00	119,000.00	46,416.89	104,000.00	(15,000.00)	-12.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	294,332.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			119,000.00	119,000.00	340,748.89	104,000.00	(15,000.00)	-12.6%
TOTAL, REVENUES			119,000.00	119,000.00	340,748.89	104,000.00		
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	6,495,600.00	6,495,600.00	1,224,717.22	8,430,396.12	(1,934,796.12)	-29.8%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,495,600.00	6,495,600.00	1,224,717.22	8,430,396.12	(1,934,796.12)	-29.8%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			<b>6,495,600.00</b>	<b>6,495,600.00</b>	<b>1,224,717.22</b>	<b>8,430,396.12</b>		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			1,000,000.00	1,000,000.00	0.00	1,000,000.00		

Resource	Description	2023-24 Projected Totals
9010	Other Restricted Local	939,051.34
Total, Restricted Balance		939,051.34

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	413,000.00	413,000.00	256,652.65	348,000.00	(65,000.00)	-15.7%
5) TOTAL, REVENUES			413,000.00	413,000.00	256,652.65	348,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	35,000.00	35,000.00	0.00	35,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			35,000.00	35,000.00	0.00	35,000.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			378,000.00	378,000.00	256,652.65	313,000.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,000,000.00)	(1,000,000.00)	0.00	(1,000,000.00)		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(622,000.00)	(622,000.00)	256,652.65	(687,000.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,206,330.64	1,206,330.64		1,335,934.94	129,604.30	10.7%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,206,330.64	1,206,330.64		1,335,934.94		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,206,330.64	1,206,330.64		1,335,934.94		
2) Ending Balance, June 30 (E + F1e)			584,330.64	584,330.64		648,934.94		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	584,330.64	584,330.64		643,503.18		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		5,431.76		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	13,000.00	13,000.00	7,849.10	28,000.00	15,000.00	115.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	44,058.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	400,000.00	400,000.00	204,745.55	320,000.00	(80,000.00)	-20.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			413,000.00	413,000.00	256,652.65	348,000.00	(65,000.00)	-15.7%
TOTAL, REVENUES			413,000.00	413,000.00	256,652.65	348,000.00		
<b>CERTIFICATED SALARIES</b>								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	25,000.00	25,000.00	0.00	25,000.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			35,000.00	35,000.00	0.00	35,000.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			35,000.00	35,000.00	0.00	35,000.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(1,000,000.00)	(1,000,000.00)	0.00	(1,000,000.00)		

Resource	Description	2023-24 Projected Totals
9010	Other Restricted Local	643,503.18
Total, Restricted Balance		643,503.18

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,700.00	1,700.00	3,029.83	1,700.00	0.00	0.0%
5) TOTAL, REVENUES			1,700.00	1,700.00	3,029.83	1,700.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,700.00	1,700.00	3,029.83	1,700.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	1,000,000.00	1,000,000.00	1,000,000.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	1,000,000.00	1,000,000.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,700.00	1,700.00	1,003,029.83	1,001,700.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	78,103.66	78,103.66		3,077,343.07	2,999,239.41	3,840.1%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			78,103.66	78,103.66		3,077,343.07		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			78,103.66	78,103.66		3,077,343.07		
2) Ending Balance, June 30 (E + F1e)			79,803.66	79,803.66		4,079,043.07		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed		9740	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	79,803.66	79,803.66		4,079,043.07		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,700.00	1,700.00	433.83	1,700.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	2,596.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,700.00	1,700.00	3,029.83	1,700.00	0.00	0.0%
TOTAL, REVENUES			1,700.00	1,700.00	3,029.83	1,700.00		
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Authorized Interfund Transfers In		8919	0.00	0.00	1,000,000.00	1,000,000.00	1,000,000.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	1,000,000.00	1,000,000.00	1,000,000.00	New
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			0.00	0.00	1,000,000.00	1,000,000.00		

Resource	Description	2023-24 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	28,500.00	28,500.00	189,259.55	66,526.11	38,026.11	133.4%
5) TOTAL, REVENUES			28,500.00	28,500.00	189,259.55	66,526.11		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	1,010,278.14	334,415.00	(334,415.00)	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	1,010,278.14	334,415.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			28,500.00	28,500.00	(821,018.59)	(267,888.89)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	336,816.95	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	336,816.95	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			28,500.00	28,500.00	(484,201.64)	(267,888.89)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,399,479.10	3,399,479.10		3,464,315.60	64,836.50	1.9%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,399,479.10	3,399,479.10		3,464,315.60		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,399,479.10	3,399,479.10		3,464,315.60		
2) Ending Balance, June 30 (E + F1e)			3,427,979.10	3,427,979.10		3,196,426.71		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	3,427,979.10	3,427,979.10		3,196,426.71		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Voted Indebtedness Levies								
Homeowners' Exemptions		8571	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Voted Indebtedness Levies								
Secured Roll		8611	0.00	0.00	1,101.59	502.42	502.42	New
Unsecured Roll		8612	0.00	0.00	38,812.92	13,115.85	13,115.85	New
Prior Years' Taxes		8613	0.00	0.00	2,011.27	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	12,231.64	4,221.31	4,221.31	New
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	28,500.00	28,500.00	16,497.13	25,908.53	(2,591.47)	-9.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	118,605.00	22,778.00	22,778.00	New
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			28,500.00	28,500.00	189,259.55	66,526.11	38,026.11	133.4%
TOTAL, REVENUES			28,500.00	28,500.00	189,259.55	66,526.11		
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Bond Redemptions		7433	0.00	0.00	365,000.00	255,000.00	(255,000.00)	New
Bond Interest and Other Service Charges		7434	0.00	0.00	645,278.14	79,415.00	(79,415.00)	New
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	1,010,278.14	334,415.00	(334,415.00)	New
TOTAL, EXPENDITURES			0.00	0.00	1,010,278.14	334,415.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
To: General Fund		7614	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	336,816.95	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	336,816.95	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			0.00	0.00	336,816.95	0.00		

Resource	Description	2023-24 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,000.00	9,000.00	61,005.76	16,500.00	7,500.00	83.3%
5) TOTAL, REVENUES			9,000.00	9,000.00	61,005.76	16,500.00		
<b>B. EXPENSES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B9)</b>			9,000.00	9,000.00	61,005.76	16,500.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			9,000.00	9,000.00	61,005.76	16,500.00		
<b>F. NET POSITION</b>								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	95,695.84	95,695.84		44,653.07	(51,042.77)	-53.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) As of July 1 - Audited (F1a + F1b)			95,695.84	95,695.84		44,653.07		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			95,695.84	95,695.84		44,653.07		
2) Ending Net Position, June 30 (E + F1e)			104,695.84	104,695.84		61,153.07		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	20,169.52	20,169.52		21,345.52		
c) Unrestricted Net Position		9790	84,526.32	84,526.32		39,807.55		
<b>OTHER STATE REVENUE</b>								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	9,000.00	9,000.00	4,602.76	16,500.00	7,500.00	83.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	58,755.00	0.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	0.00	0.00	(2,352.00)	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,000.00	9,000.00	61,005.76	16,500.00	7,500.00	83.3%
TOTAL, REVENUES			9,000.00	9,000.00	61,005.76	16,500.00		
<b>CERTIFICATED SALARIES</b>								
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENSES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>DEPRECIATION AND AMORTIZATION</b>								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, DEPRECIATION AND AMORTIZATION</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENSES</b>			0.00	0.00	0.00	0.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2023-24 Projected Totals
9010	Other Restricted Local	21,345.52
Total, Restricted Net Position		21,345.52



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,738,000.00	1,738,000.00	(170,627.25)	853,000.00	(885,000.00)	-50.9%
5) TOTAL, REVENUES			1,738,000.00	1,738,000.00	(170,627.25)	853,000.00		
<b>B. EXPENSES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B9)</b>			1,738,000.00	1,738,000.00	(170,627.25)	853,000.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			1,738,000.00	1,738,000.00	(170,627.25)	853,000.00		
<b>F. NET POSITION</b>								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	8,892,441.98	8,892,441.98		8,817,519.75	(74,922.23)	-0.8%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) As of July 1 - Audited (F1a + F1b)			8,892,441.98	8,892,441.98		8,817,519.75		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			8,892,441.98	8,892,441.98		8,817,519.75		
2) Ending Net Position, June 30 (E + F1e)			10,630,441.98	10,630,441.98		9,670,519.75		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	10,630,441.98	10,630,441.98		9,670,519.75		
<b>OTHER LOCAL REVENUE</b>								
Interest		8660	268,000.00	268,000.00	(244,740.25)	118,000.00	(150,000.00)	-56.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	74,113.00	0.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	1,470,000.00	1,470,000.00	0.00	735,000.00	(735,000.00)	-50.0%
TOTAL, OTHER LOCAL REVENUE			1,738,000.00	1,738,000.00	(170,627.25)	853,000.00	(885,000.00)	-50.9%
TOTAL, REVENUES			1,738,000.00	1,738,000.00	(170,627.25)	853,000.00		
<b>SERVICES AND OTHER OPERATING EXPENSES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2023-24 Projected Totals
Total, Restricted Net Position		0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			27,424,744.00	25,967,690.61	24,874,669.31	25,826,143.31	24,833,069.87	26,838,700.34	34,417,517.55	32,069,777.82
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		929,587.00	929,587.00	4,771,124.00	1,526,997.00	1,645,241.00	4,471,303.00	1,645,241.00	1,544,085.00
Property Taxes	8020-8079		207,358.24	17,883.70	0.00	599,905.56	2,095,949.47	5,562,310.21	680,039.27	0.00
Miscellaneous Funds	8080-8099		0.00	0.00	(635,446.00)	(388,689.00)	(242,181.00)	383,854.00	(242,181.00)	(127,829.00)
Federal Revenue	8100-8299		25,468.00	163,352.00	(240,215.00)	678,917.00	4,034.00	198,730.00	(252,650.00)	462,040.62
Other State Revenue	8300-8599		161,652.00	32,140.00	376,202.00	52,643.00	2,314,695.00	1,702,741.00	320,176.00	(32,233.90)
Other Local Revenue	8600-8799		296,185.00	0.00	1,091,378.00	916,021.00	448,146.00	430,864.00	1,071,633.00	322,187.53
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			1,620,250.24	1,142,962.70	5,363,043.00	3,385,794.56	6,265,884.47	12,749,802.21	3,222,258.27	2,168,250.25
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		437,418.10	380,114.00	2,266,197.00	2,254,203.00	1,999,215.00	2,633,874.00	2,514,753.00	2,264,097.00
Classified Salaries	2000-2999		579,847.48	747,596.00	792,950.00	800,241.00	685,659.00	688,957.00	1,109,536.00	805,569.00
Employee Benefits	3000-3999		260,613.40	321,331.00	1,163,686.00	1,140,769.00	1,023,682.00	1,163,966.00	1,223,097.00	1,259,276.00
Books and Supplies	4000-4999		127,515.47	189,277.00	254,824.00	199,247.00	115,186.00	105,358.00	374,855.00	146,888.00
Services	5000-5999		1,015,927.06	386,767.00	320,464.00	243,614.00	338,862.00	428,518.00	373,595.00	625,970.00
Capital Outlay	6000-6599		20,448.12	196,367.00	166,728.00	(161,458.00)	72,340.00	0.00	(48,640.00)	0.00
Other Outgo	7000-7499		1,372.00	127,952.00	338,162.00	199,946.00	21,201.00	159,621.00	115,566.00	200,000.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	1,000,000.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL DISBURSEMENTS</b>			2,443,141.63	2,349,404.00	5,303,011.00	5,676,562.00	4,256,145.00	5,180,294.00	5,662,762.00	5,301,800.00
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199		0.00	0.00	(912,320.00)	0.00	0.00	0.00	(644,173.00)	0.00
Accounts Receivable	9200-9299		144,665.00	153,450.00	2,348,116.00	1,283,453.00	0.00	14.00	848,088.00	0.00
Due From Other Funds	9310		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lease Receivable	9380		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>SUBTOTAL</b>		0.00	144,665.00	153,450.00	1,435,796.00	1,283,453.00	0.00	14.00	203,915.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		778,827.00	40,030.00	(11,115.00)	(14,241.00)	4,109.00	(9,295.00)	(8,849.00)	0.00
Due To Other Funds	9610		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650		0.00	0.00	555,469.00	0.00	0.00	0.00	120,000.00	0.00
Deferred Inflows of Resources	9690		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>SUBTOTAL</b>		0.00	778,827.00	40,030.00	544,354.00	(14,241.00)	4,109.00	(9,295.00)	111,151.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
<b>TOTAL BALANCE SHEET ITEMS</b>		0.00	(634,162.00)	113,420.00	891,442.00	1,297,694.00	(4,109.00)	9,309.00	92,764.00	0.00
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			(1,457,053.39)	(1,093,021.30)	951,474.00	(993,073.44)	2,005,630.47	7,578,817.21	(2,347,739.73)	(3,133,549.75)
<b>F. ENDING CASH (A + E)</b>			25,967,690.61	24,874,669.31	25,826,143.31	24,833,069.87	26,838,700.34	34,417,517.55	32,069,777.82	28,936,228.07
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		28,936,228.07	27,544,087.92	29,647,870.13	26,109,243.98				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	1,544,085.00	1,544,085.00	1,544,085.00	7,176,956.00	0.00		29,272,376.00	29,272,376.00
Property Taxes	8020-8079	0.00	4,275,674.00	12,538.00	6,217,587.55	0.00		19,669,246.00	19,669,246.00
Miscellaneous Funds	8080-8099	(116,164.15)	(163,337.70)	(116,164.15)	(76,695.00)	0.00		(1,724,833.00)	(1,724,833.00)
Federal Revenue	8100-8299	404,126.00	638,321.57	0.00	2,756,019.00	750,000.00		5,588,143.19	5,588,143.16
Other State Revenue	8300-8599	87,699.00	513,805.06	5,072.00	1,817,792.00	500,000.00		7,852,383.16	7,852,382.07
Other Local Revenue	8600-8799	1,754,822.00	747,286.55	709,544.00	(1,700,949.00)	100,000.00		6,187,118.08	6,187,118.77
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00		0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00		0.00	0.00
TOTAL RECEIPTS		3,674,567.85	7,555,834.48	2,155,074.85	16,190,710.55	1,350,000.00	0.00	66,844,433.43	66,844,433.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,292,628.00	2,527,788.10	2,330,155.00	2,049,447.00	10,000.00		23,959,889.20	23,959,889.71
Classified Salaries	2000-2999	814,677.00	904,982.57	804,177.00	992,300.00	8,000.00		9,734,492.05	9,734,493.75
Employee Benefits	3000-3999	1,267,204.00	1,327,550.58	1,264,917.00	3,839,778.00	3,000.00		15,258,869.98	15,258,870.73
Books and Supplies	4000-4999	181,282.00	206,954.13	457,274.00	2,206,914.00	250,000.00		4,815,574.60	4,815,574.32
Services	5000-5999	310,917.00	284,776.89	637,178.00	1,263,108.00	30,000.00		6,259,696.95	6,259,697.47
Capital Outlay	6000-6599	0.00	0.00	0.00	2,035,369.00	0.00		2,281,154.12	2,281,153.70
Other Outgo	7000-7499	200,000.00	200,000.00	200,000.00	940,381.00	0.00		2,704,201.00	2,704,200.63
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	445,000.00	0.00		1,445,000.00	1,445,000.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00		0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		5,066,708.00	5,452,052.27	5,693,701.00	13,772,297.00	301,000.00	0.00	66,458,877.90	66,458,880.31
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	0.00						(1,556,493.00)	
Accounts Receivable	9200-9299	0.00						4,777,786.00	
Due From Other Funds	9310	0.00						0.00	
Stores	9320	0.00						0.00	
Prepaid Expenditures	9330	0.00						0.00	
Other Current Assets	9340	0.00						0.00	
Lease Receivable	9380	0.00						0.00	
Deferred Outflows of Resources	9490	0.00						0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	3,221,293.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	0.00						779,466.00	
Due To Other Funds	9610	0.00						0.00	
Current Loans	9640	0.00						0.00	
Unearned Revenues	9650	0.00						675,469.00	
Deferred Inflows of Resources	9690	0.00						0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	1,454,935.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	1,766,358.00	
E. NET INCREASE/DECREASE (B - C + D)		(1,392,140.15)	2,103,782.21	(3,538,626.15)	2,418,413.55	1,049,000.00	0.00	2,151,913.53	385,552.69
F. ENDING CASH (A + E)		27,544,087.92	29,647,870.13	26,109,243.98	28,527,657.53				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								29,576,657.53	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599									
Other Local Revenue	8600-8799									
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999									
Classified Salaries	2000-2999									
Employee Benefits	3000-3999									
Books and Supplies	4000-4999									
Services	5000-5999									
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									



Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299							0.00	
Other State Revenue	8300-8599							0.00	
Other Local Revenue	8600-8799							0.00	
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999							0.00	
Classified Salaries	2000-2999							0.00	
Employee Benefits	3000-3999							0.00	
Books and Supplies	4000-4999							0.00	
Services	5000-5999							0.00	
Capital Outlay	6000-6599							0.00	
Other Outgo	7000-7499							0.00	
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>D. BALANCE SHEET ITEMS</b>									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)		28,527,657.53	28,527,657.53	28,527,657.53	28,527,657.53				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								28,527,657.53	

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,821.71	3,821.71	3,707.84	3,851.49	29.78	1.0%
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)					0.00	
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)					0.00	
<b>4. Total, District Regular ADA</b> <b>(Sum of Lines A1 through A3)</b>	3,821.71	3,821.71	3,707.84	3,851.49	29.78	1.0%
<b>5. District Funded County Program ADA</b>						
a. County Community Schools					0.00	
b. Special Education-Special Day Class					0.00	
c. Special Education-NPS/LCI					0.00	
d. Special Education Extended Year					0.00	
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools					0.00	
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]					0.00	
<b>g. Total, District Funded County Program ADA</b> <b>(Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>6. TOTAL DISTRICT ADA</b> <b>(Sum of Line A4 and Line A5g)</b>	3,821.71	3,821.71	3,707.84	3,851.49	29.78	1.0%
<b>7. Adults in Correctional Facilities</b>					0.00	
<b>8. Charter School ADA</b> <b>(Enter Charter School ADA using</b> <b>Tab C. Charter School ADA)</b>						

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

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	0.00				0.00	
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils					0.00	
b. Juvenile Halls, Homes, and Camps					0.00	
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]					0.00	
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools					0.00	
b. Special Education-Special Day Class					0.00	
c. Special Education-NPS/LCI					0.00	
d. Special Education Extended Year					0.00	
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools					0.00	
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	736.75	736.75	734.34	734.34	(2.41)	0.0%
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils					0.00	
b. Juvenile Halls, Homes, and Camps					0.00	
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]					0.00	
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools					0.00	
b. Special Education-Special Day Class					0.00	
c. Special Education-NPS/LCI					0.00	
d. Special Education Extended Year					0.00	
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools					0.00	
<b>f. Total, Charter School Funded County Program ADA</b>						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	736.75	736.75	734.34	734.34	(2.41)	0.0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	736.75	736.75	734.34	734.34	(2.41)	0.0%

Section I - Expenditures	Funds 01, 09, and 62			2023-24 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	77,157,768.09
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	6,237,473.09
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	57,550.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	1,350,653.70
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	1,445,000.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	404,106.00



9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				3,257,309.70
D. Plus additional MOE expenditures:	All	All	1000-7143, 7300-7439  minus 8000-8699	178,522.00
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)				
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				67,841,507.30
<b>Section II - Expenditures Per ADA</b>				<b>2023-24 Annual ADA/Exps. Per ADA</b>
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*				4,585.83
B. Expenditures per ADA (Line I.E divided by Line II.A)				14,793.72
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>	<b>Total</b>			<b>Per ADA</b>

<p>A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)</p>	55,914,868.24	13,072.13
<p>1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)</p>	0.00	0.00
<p>2. Total adjusted base expenditure amounts (Line A plus Line A.1)</p>	55,914,868.24	13,072.13
<p>B. Required effort (Line A.2 times 90%)</p>	50,323,381.42	11,764.92
<p>C. Current year expenditures (Line I.E and Line II.B)</p>	67,841,507.30	14,793.72
<p>D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)</p>	0.00	0.00

<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2025-26 may be reduced by the lower of the two percentages)</p>	0.00%	0.00%
<p>*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA is extracted. Manual adjustment may be required to reflect estimated Annual ADA.</p>		

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

First Interim  
2023-24 Projected Year Totals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
011 GENERAL FUND								
Expenditure Detail	0.00	(2,000,803.00)	0.00	(92,458.37)				
Other Sources/Uses Detail					0.00	1,445,000.00		
Fund Reconciliation								
081 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
091 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,973,103.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
101 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
111 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
121 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	9,899.37	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
131 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	2,700.00	0.00	82,559.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
141 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					445,000.00	0.00		
Fund Reconciliation								
151 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
171 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
181 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
191 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
211 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,000,000.00	0.00		
Fund Reconciliation								
251 CAPITAL FACILITIES FUND								
Expenditure Detail	25,000.00	0.00						
Other Sources/Uses Detail					0.00	1,000,000.00		
Fund Reconciliation								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
30I STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35I COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40I SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,000,000.00	0.00		
Fund Reconciliation								
49I CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51I BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52I DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53I TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56I DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57I FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61I CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62I CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63I OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66I WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67I SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71I RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73I FOUNDATION PRIVATE-PURPOSE TRUST FUND								

First Interim  
 2023-24 Projected Year Totals  
 SUMMARY OF INTERFUND ACTIVITIES  
 FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76I WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95I STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
<b>TOTALS</b>	<b>2,000,803.00</b>	<b>(2,000,803.00)</b>	<b>92,458.37</b>	<b>(92,458.37)</b>	<b>2,445,000.00</b>	<b>2,445,000.00</b>		

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

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

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

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

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

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

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

Estimated Funded ADA

Fiscal Year		Budget Adoption	First Interim	Percent Change	Status
		Budget (Form 01CS, Item 1A)	Projected Year Totals (Form AI, Lines A4 and C4)		
Current Year (2023-24)	District Regular	3,821.71	3,851.49		
	Charter School	0.00	0.00		
	<b>Total ADA</b>	<b>3,821.71</b>	<b>3,851.49</b>	<b>.8%</b>	<b>Met</b>
1st Subsequent Year (2024-25)	District Regular	3,822.00	3,723.84		
	Charter School	720.00	734.34		
	<b>Total ADA</b>	<b>4,542.00</b>	<b>4,458.18</b>	<b>(1.8%)</b>	<b>Met</b>
2nd Subsequent Year (2025-26)	District Regular	3,525.00	3,748.50		
	Charter School	720.00	734.34		
	<b>Total ADA</b>	<b>4,245.00</b>	<b>4,482.84</b>	<b>5.6%</b>	<b>Not Met</b>

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

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

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

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

After several years of decline in enrollment, the district is projecting a slight increase in enrollment over the next few years. There are several housing developments that are slated within district boundaries which will increase enrollment.

2. CRITERION: Enrollment

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

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

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2023-24)				
District Regular	3,832.00	3,987.00		
Charter School	767.00	778.00		
<b>Total Enrollment</b>	<b>4,599.00</b>	<b>4,765.00</b>	<b>3.6%</b>	<b>Not Met</b>
1st Subsequent Year (2024-25)				
District Regular	3,800.00	4,000.00		
Charter School	767.00	778.00		
<b>Total Enrollment</b>	<b>4,567.00</b>	<b>4,778.00</b>	<b>4.6%</b>	<b>Not Met</b>
2nd Subsequent Year (2025-26)				
District Regular	3,720.00	4,015.00		
Charter School	767.00	783.00		
<b>Total Enrollment</b>	<b>4,487.00</b>	<b>4,798.00</b>	<b>6.9%</b>	<b>Not Met</b>

2B. Comparison of District Enrollment to the Standard

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

- 1a. STANDARD NOT MET - Enrollment projections have changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

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

In the current fiscal year, the district did not see the decline it has been experiencing in the last several years. In the outgoing years, we are projecting enrollment to increase incrementally, in part due to new housing developments within the district's boundaries.



3. CRITERION: ADA to Enrollment

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

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

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

Fiscal Year	P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
	Unaudited Actuals (Form A, Lines A4 and C4)	CBEDS Actual (Form 01CS, Item 2A)	
Third Prior Year (2020-21)			
District Regular	4,112	4,842	
Charter School		871	
<b>Total ADA/Enrollment</b>	<b>4,112</b>	<b>5,713</b>	<b>72.0%</b>
Second Prior Year (2021-22)			
District Regular	3,590	3,994	
Charter School		762	
<b>Total ADA/Enrollment</b>	<b>3,590</b>	<b>4,756</b>	<b>75.5%</b>
First Prior Year (2022-23)			
District Regular	3,667	3,922	
Charter School	710	756	
<b>Total ADA/Enrollment</b>	<b>4,377</b>	<b>4,678</b>	<b>93.6%</b>
Historical Average Ratio:			80.3%
<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>			<b>80.8%</b>

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

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

Fiscal Year	Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
	(Form AI, Lines A4 and C4)	CBEDS/Projected (Criterion 2, Item 2A)		
Current Year (2023-24)				
District Regular	3,708	3,987		
Charter School	0	778		
<b>Total ADA/Enrollment</b>	<b>3,708</b>	<b>4,765</b>	<b>77.8%</b>	<b>Met</b>
1st Subsequent Year (2024-25)				
District Regular	3,723	4,000		
Charter School	744	778		
<b>Total ADA/Enrollment</b>	<b>4,467</b>	<b>4,778</b>	<b>93.5%</b>	<b>Not Met</b>
2nd Subsequent Year (2025-26)				
District Regular	3,748	4,015		
Charter School	744	783		
<b>Total ADA/Enrollment</b>	<b>4,492</b>	<b>4,798</b>	<b>93.6%</b>	<b>Not Met</b>

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

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

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

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

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



4. CRITERION: LCFF Revenue

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

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

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

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

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption (Form 01CS, Item 4B)	First Interim Projected Year Totals		
	Current Year (2023-24)	48,483,599.00		
1st Subsequent Year (2024-25)	48,059,017.00	49,668,012.00	3.3%	Not Met
2nd Subsequent Year (2025-26)	48,332,264.00	51,687,431.00	6.9%	Not Met

4B. Comparison of District LCFF Revenue to the Standard

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

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

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

The district is projecting its enrollment to continue to increase in the out years.

5. CRITERION: Salaries and Benefits

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

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

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

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000- 3999)	Total Expenditures (Form 01, Objects 1000- 7499)	
	Third Prior Year (2020-21)	30,098,120.98	
Second Prior Year (2021-22)	31,224,827.06	35,175,456.10	88.8%
First Prior Year (2022-23)	33,638,086.50	37,667,176.35	89.3%
	Historical Average Ratio:		91.3%

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3%	3%	3%
<b>District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):</b>	<b>88.3% to 94.3%</b>	<b>88.3% to 94.3%</b>	<b>88.3% to 94.3%</b>

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

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

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000- 3999)	Total Expenditures (Form 011, Objects 1000- 7499)		
	Current Year (2023-24)	34,272,270.05		
1st Subsequent Year (2024-25)	35,289,815.77	42,949,785.81	82.2%	Not Met
2nd Subsequent Year (2025-26)	36,184,931.04	42,562,868.12	85.0%	Not Met

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

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

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

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

The district has experienced added costs to supplies, services including utility costs. Over the last couple of years, the nation has a whole has experienced high rates of inflation which is impacting all of these categories.

6. CRITERION: Other Revenues and Expenditures

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

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

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

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

Object Range / Fiscal Year	Budget Adoption	First Interim	Percent Change	Change Is Outside Explanation Range
	Budget (Form 01CS, Item 6B)	Projected Year Totals (Fund 01) (Form MYPI)		

Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)

Current Year (2023-24)	3,404,915.82	5,588,143.16	64.1%	Yes
1st Subsequent Year (2024-25)	1,681,367.00	1,708,954.00	1.6%	No
2nd Subsequent Year (2025-26)	1,681,367.00	1,708,954.00	1.6%	No

Explanation:  
(required if Yes)

Current year change is to revise spend down of one-time revenues.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)

Current Year (2023-24)	6,644,395.17	7,852,382.07	18.2%	Yes
1st Subsequent Year (2024-25)	6,957,987.37	7,738,757.14	11.2%	Yes
2nd Subsequent Year (2025-26)	7,165,663.92	7,660,430.78	6.9%	Yes

Explanation:  
(required if Yes)

The district is receiving increases in CSPPG Grant, SPED Early Intervention Grant, Arts and Music in Schools, Transportation, ELOP decreased in the current year.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)

Current Year (2023-24)	4,812,497.00	6,187,118.77	28.6%	Yes
1st Subsequent Year (2024-25)	4,863,790.12	5,813,865.55	19.5%	Yes
2nd Subsequent Year (2025-26)	4,934,251.92	5,880,564.29	19.2%	Yes

Explanation:  
(required if Yes)

The district is projecting an increase in interest due to higher interest rates. In addition, Transportation, Campus Connection, and First 5 Grant had increases to current year funding.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)

Current Year (2023-24)	4,554,037.23	4,815,574.32	5.7%	Yes
1st Subsequent Year (2024-25)	4,302,332.52	4,838,161.76	12.5%	Yes
2nd Subsequent Year (2025-26)	4,242,766.37	5,148,340.76	21.3%	Yes

Explanation:  
(required if Yes)

The district is spending down restricted funds which include the Art and Music Block grant and Learning Recovery Grant.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)

Current Year (2023-24)	4,725,528.09	6,259,697.47	32.5%	Yes
1st Subsequent Year (2024-25)	4,529,781.77	5,995,870.73	32.4%	Yes
2nd Subsequent Year (2025-26)	4,758,940.41	5,572,767.11	17.1%	Yes

Explanation:  
(required if Yes)

The district is spending down restricted funds which include the Art and Music Block grant and Learning Recovery Grant.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption	First Interim	Percent Change	Status
	Budget	Projected Year Totals		
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2023-24)	14,861,807.99	19,627,644.00	32.1%	Not Met
1st Subsequent Year (2024-25)	13,503,144.49	15,261,576.69	13.0%	Not Met
2nd Subsequent Year (2025-26)	13,781,282.84	15,249,949.07	10.7%	Not Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2023-24)	9,279,565.32	11,075,271.79	19.4%	Not Met
1st Subsequent Year (2024-25)	8,832,114.29	10,834,032.49	22.7%	Not Met
2nd Subsequent Year (2025-26)	9,001,706.78	10,721,107.87	19.1%	Not Met

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

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

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

**Explanation:**

Federal Revenue  
(linked from 6A  
if NOT met)

Current year change is to revise spend down of one-time revenues.

**Explanation:**

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

The district is receiving increases in CSPPG Grant, SPED Early Intervention Grant, Arts and Music in Schools, Transportation, ELOP decreased in the current year.

**Explanation:**

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

The district is projecting an increase in interest due to higher interest rates. In addition, Transportation, Campus Connection, and First 5 Grant had increases to current year funding.

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

**Explanation:**

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

The district is spending down restricted funds which include the Art and Music Block grant and Learning Recovery Grant.

**Explanation:**

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

The district is spending down restricted funds which include the Art and Music Block grant and Learning Recovery Grant.

7. **CRITERION: Facilities Maintenance**

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

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

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

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

	Required Minimum Contribution	First Interim Contribution	Status
		Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	
1. OMMA/RMA Contribution	1,714,262.78	1,824,750.74	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7)		1,825,000.00	

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

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

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

8. CRITERION: Deficit Spending

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

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District's Available Reserve Percentages (Criterion 10C, Line 9)	3.0%	3.0%	3.0%
<b>District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):</b>	<b>1.0%</b>	<b>1.0%</b>	<b>1.0%</b>

8B. Calculating the District's Deficit Spending Percentages

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

Fiscal Year	Projected Year Totals			Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000- 7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
	Current Year (2023-24)	575,359.01	41,725,965.98	
1st Subsequent Year (2024-25)	(2,906,088.53)	43,949,785.81	6.6%	Not Met
2nd Subsequent Year (2025-26)	(1,005,501.31)	43,562,868.12	2.3%	Not Met

8C. Comparison of District Deficit Spending to the Standard

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

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

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

The district is planning expansion of the TK program in 24-25 and implementing a text book adoption in 25-26. Currently, these funds are committed for these purposes and will be uncommitted in the appropriate year.



9. CRITERION: Fund and Cash Balances

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

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

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

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 011, Line F2 ) (Form MYPI, Line D2)	Status
Current Year (2023-24)	25,535,841.41	Met
1st Subsequent Year (2024-25)	19,103,854.69	Met
2nd Subsequent Year (2025-26)	16,136,495.67	Met

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

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

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

Explanation:  
(required if NOT met)

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

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

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

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2023-24)	28,527,657.53	Met

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

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

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

Explanation:  
(required if NOT met)

10. CRITERION: Reserves

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

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

Percentage Level	District ADA
5% or \$80,000 (greater of)	0 to 300
4% or \$80,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

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

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

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

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	3,707.84	3,848.50	3,856.94
<b>District's Reserve Standard Percentage Level:</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

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

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

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

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

YES

b. Special Education Pass-through Funds  
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

Current Year Projected Year Totals (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
0.00		

10B. Calculating the District's Reserve Standard

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

	Current Year Projected Year Totals (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	66,458,880.31	69,127,336.41	67,559,116.10
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	66,458,880.31	69,127,336.41	67,559,116.10

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,993,766.41	2,073,820.09	2,026,773.48
6.	Reserve Standard - by Amount (\$80,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	<b>District's Reserve Standard</b> <b>(Greater of Line B5 or Line B6)</b>	<b>1,993,766.41</b>	<b>2,073,820.09</b>	<b>2,026,773.48</b>

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

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year		
	Projected Year Totals (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,993,766.41	2,073,820.09	2,026,773.48
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	.01	.01
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. District's Available Reserve Amount (Lines C1 thru C7)	1,993,766.41	2,073,820.10	2,026,773.49
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>1,993,766.41</b>	<b>2,073,820.09</b>	<b>2,026,773.48</b>
Status:	Met	Met	Met

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

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

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

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

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**SUPPLEMENTAL INFORMATION**

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

**S1. Contingent Liabilities**

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

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

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

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

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

**S3. Temporary Interfund Borrowings**

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

1b. If Yes, identify the interfund borrowings:

**S4. Contingent Revenues**

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

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

**S5. Contributions**

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

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

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

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

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

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

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund</b>					
<b>(Fund 01, Resources 0000-1999, Object 8980)</b>					
Current Year (2023-24)	(8,330,813.45)	(7,904,070.65)	-5.1%	(426,742.80)	Not Met
1st Subsequent Year (2024-25)	(8,860,372.97)	(8,992,828.69)	1.5%	132,455.72	Met
2nd Subsequent Year (2025-26)	(9,149,650.91)	(9,417,639.65)	2.9%	267,988.74	Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2023-24)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	0.00	Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2023-24)	1,525,000.00	1,445,000.00	-5.2%	(80,000.00)	Not Met
1st Subsequent Year (2024-25)	1,525,000.00	1,384,945.86	-9.2%	(140,054.14)	Not Met
2nd Subsequent Year (2025-26)	1,525,000.00	1,349,365.55	-11.5%	(175,634.45)	Not Met

**1d. Capital Project Cost Overruns**

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

No

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

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

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

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

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

Contributions in the current year have decreased due to utilization of one time funding which are required to be spent in this year.

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

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

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

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

The transfer from Ongoing Maintenance was decreased by \$80,000. The district is maintaining the required 3% contribution to the program.

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

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

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**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payment for the current fiscal year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

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

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

Yes

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

N/A

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2023-24
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	5	General Fund	obj 5xxx	105,000
Certificates of Participation				
General Obligation Bonds	19	Debt Service- Fund 51, taxes 8571, 8611, 8614	Debt Services: Fund 51, obj 7433-7464	2,600,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	1	General Fund	obj 1xxx-2xxx	181,433

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2023-24
<b>TOTAL:</b>				<b>2,886,433</b>

Type of Commitment (continued)	Prior Year	Current Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2023-24



Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2022-23)?	No	No	No	No

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

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DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

No

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

**Explanation:**  
(Required if Yes)

**S7. Unfunded Liabilities**

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

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

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

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

Yes

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

No

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

No

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

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

Actuarial	Actuarial
Jun 30, 2022	Jun 30, 2022

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

3 OPEB Contributions

a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method

	Budget Adoption	
	(Form 01CS, Item S7A)	First Interim
Current Year (2023-24)	0.00	0.00
1st Subsequent Year (2024-25)	0.00	0.00
2nd Subsequent Year (2025-26)	0.00	0.00

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

Current Year (2023-24)	1,228,249.00	1,121,259.36
1st Subsequent Year (2024-25)	1,373,469.91	1,373,469.91
2nd Subsequent Year (2025-26)	1,382,890.69	1,382,890.69

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

Current Year (2023-24)	1,021,881.00	1,021,881.00
1st Subsequent Year (2024-25)	990,085.00	990,085.00
2nd Subsequent Year (2025-26)	982,550.00	982,550.00

d. Number of retirees receiving OPEB benefits

Current Year (2023-24)	54	54
1st Subsequent Year (2024-25)	51	51
2nd Subsequent Year (2025-26)	50	50

4. Comments:



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

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

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

2 Self-Insurance Liabilities

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

3 Self-Insurance Contributions

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2023-24)		
1st Subsequent Year (2024-25)		
2nd Subsequent Year (2025-26)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2023-24)		
1st Subsequent Year (2024-25)		
2nd Subsequent Year (2025-26)		

4 Comments:

**S8. Status of Labor Agreements**

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

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

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

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

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

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

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

Were all certificated labor negotiations settled as of budget adoption?

No

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

If No, continue with section S8A.

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

	Prior Year (2nd Interim) (2022-23)	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full-time-equivalent (FTE) positions	191.2	201.2	202.2	202.2

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

No

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

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

If No, complete questions 6 and 7.

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

Yes

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

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

[ ]

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

[ ]

If Yes, date of Superintendent and CBO certification:

[ ]

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

n/a

If Yes, date of budget revision board adoption:

[ ]

4. Period covered by the agreement:

Begin Date: [ ]

End Date: [ ]

5. Salary settlement:

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

--	--	--

**One Year Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
or

--	--	--

**Multiyear Agreement**

Total cost of salary settlement

--	--	--

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

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

[ ]



Negotiations Not Settled

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

264,539
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Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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7. Amount included for any tentative salary schedule increases

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Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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**Certificated (Non-management) Health and Welfare (H&W) Benefits**

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

Yes	Yes	Yes
3,038,362	3,074,702	3,112,045

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

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

--	--	--

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

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If Yes, explain the nature of the new costs:

Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
---------------------------	----------------------------------	----------------------------------

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

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

Yes	Yes	Yes

Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
---------------------------	----------------------------------	----------------------------------

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

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


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

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

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

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

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

Were all classified labor negotiations settled as of budget adoption?

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

If No, continue with section S8B.

No
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**Classified (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2022-23)	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified (non-management) FTE positions	151.2	166.0	166.3	166.3

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

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

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

If No, complete questions 6 and 7.

No
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1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 6 and 7.

Yes
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Negotiations Settled Since Budget Adoption

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

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

If Yes, date of Superintendent and CBO certification:


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

If Yes, date of budget revision board adoption:

n/a

4. Period covered by the agreement:

Begin Date:

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End Date:

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5. Salary settlement:

Current Year  
(2023-24)

1st Subsequent Year  
(2024-25)

2nd Subsequent Year  
(2025-26)

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

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**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

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


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

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Negotiations Not Settled

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

101,832
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Current Year  
(2023-24)

1st Subsequent Year  
(2024-25)

2nd Subsequent Year  
(2025-26)

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7. Amount included for any tentative salary schedule increases

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

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	1,301,844	1,304,688	1,307,604
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

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

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

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

If Yes, explain the nature of the new costs:

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

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	91,420	143,612	127,970
3. Percent change in step & column over prior year			

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

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Are savings from attrition included in the interim and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?	Yes	Yes	Yes

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

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

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

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

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

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

No

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

If No, continue with section S8C.

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

	Prior Year (2nd Interim) (2022-23)	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	34.4	39.6	39.6	39.6

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

No

If Yes, complete question 2.

If No, complete questions 3 and 4.

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

Yes

If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--	---------------------------	----------------------------------	----------------------------------

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

No	No	No
Total cost of salary settlement		
Change in salary schedule from prior year (may enter text, such as "Reopener")		

Negotiations Not Settled

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

62,011

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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4. Amount included for any tentative salary schedule increases

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**Management/Supervisor/Confidential**

**Health and Welfare (H&W) Benefits**

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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1. Are costs of H&W benefit changes included in the interim and MYPs?

Yes	Yes	Yes
576,309	576,309	576,309
Percent of H&W cost paid by employer		
Percent projected change in H&W cost over prior year		

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

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

**Management/Supervisor/Confidential**

**Step and Column Adjustments**

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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1. Are step & column adjustments included in the interim and MYPs?

Yes	Yes	Yes
102,523	51,002	37,065
Percent change in step and column over prior year		

2. Cost of step & column adjustments

3. Percent change in step and column over prior year

**Management/Supervisor/Confidential**

**Other Benefits (mileage, bonuses, etc.)**

	Current Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--	---------------------------	----------------------------------	----------------------------------

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

Total cost of other benefits		

2. Total cost of other benefits

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

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**S9. Status of Other Funds**

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

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

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

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

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

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

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**ADDITIONAL FISCAL INDICATORS**

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

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

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

**Comments:**  
(optional)

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End of School District First Interim Criteria and Standards Review

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
District Superintendent or Designee

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

To the County Superintendent of Schools:

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

Meeting Date: December 13, 2023 Signed: \_\_\_\_\_  
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

- POSITIVE CERTIFICATION  
As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION  
As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION  
As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

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

Criteria and Standards Review Summary

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

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

**First Interim**  
**DISTRICT CERTIFICATION OF INTERIM REPORT**  
For the Fiscal Year 2023-24

S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X
<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2022-23) annual payment?	X	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since budget adoption in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)		X
		• Classified? (Section S8B, Line 1b)		X
S8	Labor Agreement Budget Revisions	For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?		
				X
<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

**Part I - General Administrative Share of Plant Services Costs**

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

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

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 1,637,876.40
- 2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 52,892,232.30

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.10%

**Part II - Adjustments for Employment Separation Costs**

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

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

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

**A. Normal Separation Costs (optional)**

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

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

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

**A. Indirect Costs**

- 1. Other General Administration, less portion charged to restricted resources or specific goals  
(Functions 7200-7600, objects 1000-5999, minus Line B9) 2,815,698.81
- 2. Centralized Data Processing, less portion charged to restricted resources or specific goals  
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	55,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	175,073.30
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	3,045,772.11
9. Carry-Forward Adjustment (Part IV, Line F)	(67,928.46)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,977,843.65
<b>B. Base Costs</b>	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	45,832,240.73
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	9,456,942.30
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	5,285,278.48
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	332,958.51
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	57,550.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	576,228.91
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	149,881.83
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	5,472,452.45
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	276,488.28
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	2,258,147.62
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	69,698,169.11
<b>C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment</b>	
<b>(For information only - not for use when claiming/recovering indirect costs)</b>	
(Line A8 divided by Line B19)	4.37%
<b>D. Preliminary Proposed Indirect Cost Rate</b>	
<b>(For final approved fixed-with-carry-forward rate for use in 2025-26 see www.cde.ca.gov/fg/ac/ic)</b>	
(Line A10 divided by Line B19)	4.27%

**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

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

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	3,045,772.11
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	(332,743.62)
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (3.99%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (3.99%) times Part III, Line B19) or (the highest rate used to recover costs from any program (4.11%) times Part III, Line B19); zero if positive	(67,928.46)
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	(67,928.46)
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	4.27%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-33964.23) is applied to the current year calculation and the remainder (\$-33964.23) is deferred to one or more future years:	4.32%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-22642.82) is applied to the current year calculation and the remainder (\$-45285.64) is deferred to one or more future years:	4.34%
LEA request for Option 1, Option 2, or Option 3	1
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	(67,928.46)

Approved indirect cost rate: 3.99%

Highest rate used in any program: 4.11%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	2,300,876.42	68,098.13	2.96%
01	3010	453,877.00	17,952.00	3.96%
01	3213	1,486,526.80	10,000.00	0.67%
01	4035	148,271.32	3,311.68	2.23%
01	4203	58,826.81	2,347.19	3.99%
01	6010	183,445.68	7,319.49	3.99%
01	6266	448,605.09	17,899.00	3.99%
12	6105	269,830.25	9,899.37	3.67%
13	5310	2,008,147.62	82,559.00	4.11%

2023-24

Balances in Excess of Minimum Reserve Requirements

District: Orcutt Union School District  
 CDS #: 4269260

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

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

Form Fund		2023-24 1st Interim
01	General Fund/County School Service Fund	\$ 15,759,609
17	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 15,759,609
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,993,766
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 13,765,843

Form Fund		2023-24 1st Interim	Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	1,000,000	Technology Update
01	General Fund/County School Service Fund	1,000,000	Textbook Adoption
01	General Fund/County School Service Fund	7,970,343	Reserve for Declining Enrollment
01	General Fund/County School Service Fund	45,500	Stores/Revolving Cash
01	General Fund/County School Service Fund	50,000	Compensated Absences
01	General Fund/County School Service Fund	1,500,000	TK Expansion Planning
01	General Fund/County School Service Fund	2,000,000	Strategic Planning
01	General Fund/County School Service Fund	200,000	Site Donation Accounts
01	General Fund/County School Service Fund	-	
Total of Substantiated Needs		\$ 13,765,843	

Remaining Unsubstantiated Balance \$ (0)

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



**2023-24 First Interim**  
Balances in Excess of Minimum Reserve Requirements

District: Orcutt Union School District  
CDS #: 4269260

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

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

Combined Assigned and Unassigned/unappropriated Fund Balances		2024-25 1st Interim
Form	Fund	
01	General Fund/County School Service Fund	\$ 12,853,521
17	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 12,853,521
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		2,073,820
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 10,779,701

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties		
Form	Fund	2024-25 1st Interim
		Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	1,000,000
01	General Fund/County School Service Fund	1,000,000
01	General Fund/County School Service Fund	6,484,201
01	General Fund/County School Service Fund	45,500
01	General Fund/County School Service Fund	50,000
01	General Fund/County School Service Fund	2,000,000
01	General Fund/County School Service Fund	200,000
Total of Substantiated Needs		\$ 10,779,701

**Remaining Unsubstantiated Balance \$ 0**

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





**2023-24 First Interim  
Balances in Excess of Minimum Reserve Requirements**

District: Orcutt Union School District  
CDS #: 4269260

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

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

Form Fund		2025-26 1st Interim
01	General Fund/County School Service Fund	\$ 11,848,020
01	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 11,848,020
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		2,026,773
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 9,821,247

Form Fund		2025-26 1st Interim	Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	1,000,000	Technology Update
01	General Fund/County School Service Fund	500,000	Textbook Adoption
01	General Fund/County School Service Fund	6,025,746	Reserve for Declining Enrollment
01	General Fund/County School Service Fund	45,500	Stores/Revolving Cash
01	General Fund/County School Service Fund	50,000	Compensated Absences
01	General Fund/County School Service Fund	2,000,000	Strategic Planning
01	General Fund/County School Service Fund	200,000	Site Donation Accounts
Total of Substantiated Needs		\$ 9,821,246	

**Remaining Unsubstantiated Balance \$ 0**

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



First Interim  
Actuals to Date 2023-24  
**Technical Review Checks**  
Phase - All  
Display - All Technical Checks

**Orcutt Union Elementary**

**Santa Barbara County**

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

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

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

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

**IMPORT CHECKS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **GENERAL LEDGER CHECKS**

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

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

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

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

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

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

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

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

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

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

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

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

## **EXPORT VALIDATION CHECKS**

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

**Passed**

**CHK-EXTRACTED-DATA-SOURCE - (Warning)** - All forms that extract data from a prior reporting period use the same source extraction submission

**Passed**

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

**Passed**

First Interim  
Board Approved Operating Budget 2023-24  
**Technical Review Checks**

Phase - All  
Display - All Technical Checks

**Orcutt Union Elementary**

**Santa Barbara County**

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

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

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

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

**IMPORT CHECKS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **GENERAL LEDGER CHECKS**

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

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

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

**EFB-POSITIVE - (Warning)** - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

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

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

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

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

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

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

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

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

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

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

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

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

**OBJ-POSITIVE - (Warning)** - All applicable objects should have a positive balance by resource, by fund. **Passed**

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

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

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

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

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

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

### **EXPORT VALIDATION CHECKS**

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

**CHK-EXTRACTED-DATA-SOURCE - (Warning)** - All forms that extract data from a prior reporting period use the same source extraction submission **Passed**

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

First Interim  
Original Budget 2023-24  
**Technical Review Checks**  
Phase - All  
Display - All Technical Checks

**Orcutt Union Elementary**

**Santa Barbara County**

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

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

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

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

**IMPORT CHECKS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

## **GENERAL LEDGER CHECKS**

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

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

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

**EFB-POSITIVE - (Warning)** - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

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

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

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

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

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

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

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

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

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

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

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

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

**OBJ-POSITIVE - (Warning)** - All applicable objects should have a positive balance by resource, by fund. **Passed**

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

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

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

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

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

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

## **EXPORT VALIDATION CHECKS**

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

**CHK-EXTRACTED-DATA-SOURCE - (Warning)** - All forms that extract data from a prior reporting period use the same source extraction submission **Passed**

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

First Interim  
Projected Totals 2023-24  
**Technical Review Checks**  
Phase - All  
Display - All Technical Checks

**Orcutt Union Elementary**

**Santa Barbara County**

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

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<b>INTRAFD-INDIRECT - (Fatal)</b> - Transfers of Indirect Costs (Object 7310) must net to zero by fund.	<b><u>Passed</u></b>
<b>INTRAFD-INDIRECT-FN - (Fatal)</b> - Transfers of Indirect Costs (Object 7310) must net to zero by function.	<b><u>Passed</u></b>
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<b>OBJ-POSITIVE - (Warning)</b> - All applicable objects should have a positive balance by resource, by fund.	<b><u>Passed</u></b>
<b>PASS-THRU-REV=EXP - (Warning)</b> - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource.	<b><u>Passed</u></b>
<b>REV-POSITIVE - (Warning)</b> - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<b><u>Passed</u></b>
<b>RS-NET-POSITION-ZERO - (Fatal)</b> - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.	<b><u>Passed</u></b>
<b>SE-PASS-THRU-REVENUE - (Warning)</b> - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.	<b><u>Passed</u></b>
<b>UNASSIGNED-NEGATIVE - (Fatal)</b> - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.	<b><u>Passed</u></b>
<b>UNR-NET-POSITION-NEG - (Fatal)</b> - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.	<b><u>Passed</u></b>
<b><u>SUPPLEMENTAL CHECKS</u></b>	
<b>CS-EXPLANATIONS - (Fatal)</b> - Explanations must be provided in the Criteria and Standards Review (Form 01CSI) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes.	<b><u>Passed</u></b>
<b>CS-YES-NO - (Fatal)</b> - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CSI) must be answered Yes or No, where applicable, for the form to be complete.	<b><u>Passed</u></b>
<b><u>EXPORT VALIDATION CHECKS</u></b>	
<b>ADA-PROVIDE - (Fatal)</b> - Average Daily Attendance data (Form AI) must be provided.	<b><u>Passed</u></b>
<b>CASHFLOW-PROVIDE - (Warning)</b> - A Cashflow Worksheet (Form CASH) must be provided with your Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.)	<b><u>Passed</u></b>
<b>CHK-DEPENDENCY - (Fatal)</b> - If data has changed that affect other forms, the affected forms must be opened and saved.	<b><u>Passed</u></b>
<b>CHK-EXTRACTED-DATA-SOURCE - (Warning)</b> - All forms that extract data from a prior reporting period use the same source extraction submission	<b><u>Passed</u></b>

**CHK-UNBALANCED-A - (Warning)** - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

**CHK-UNBALANCED-B - (Fatal)** - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

**CS-PROVIDE - (Fatal)** - The Criteria and Standards Review (Form 01CSI) has been provided. **Passed**

**FORM01-PROVIDE - (Fatal)** - Form 01 (Form 01I) must be opened and saved. **Passed**

**INTERIM-CERT-PROVIDE - (Fatal)** - Interim Certification (Form CI) must be provided. **Passed**

**MYP-PROVIDE - (Warning)** - A Multiyear Projection Worksheet must be provided with your Interim. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) **Passed**

**MYPIO-PROVIDE - (Warning)** - A multiyear projection worksheet must be provided with your interim report for any fund projecting a negative balance at the end of the current fiscal year. (Note: LEAs may use a multiyear projection worksheet other than Form MYPIO, with approval of their reviewing agency.) **Passed**

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



## BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight,  
Director Fiscal Services

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Resolution No. 6, To Commit and Uncommit the General Fund Balance

BACKGROUND: Board Policy 3100 allows the Board of Trustees to classify funds balances within five categories: 1.) Nonspendable, 2.) Restricted, 3.) Committed, 4.) Assigned, and 5.) Unassigned. The committed fund balance classification includes amounts that can be used only for the specific purposes determined by the Board of Trustees. The committed fund balance cannot be used for any other purpose unless the Board of Trustees removes or changes the specified use by taking the same type of action (for example, resolution) it employed to previously commit those amounts. The attached Resolution recommends \$13,694,649 be designated as committed funds in the 2023-2024 General Fund ending balance and at the same time uncommits all previous committed funds from budget adoption.

RECOMMENDATION: Staff recommends that the Board of Trustees approves Resolution No. 6, Commitment of the General Fund Balance as presented.

FUNDING: N/A

**ORCUTT UNION SCHOOL DISTRICT**

**Resolution No. 6**

IN THE MATTER OF: COMMIT/UNCOMMIT GENERAL FUND BALANCE, 2023-24 FIRST INTERIM BUDGET

The following RESOLUTION was duly passed by the Board of Trustees of the Orcutt Union School District, at a regular meeting held on the 13th of December 2023, by the following roll call vote:

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

Signed and approved by me after its passage:

\_\_\_\_\_  
Lisa Morinini, President

Attest:

\_\_\_\_\_  
Liz Phillips, Clerk

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

**WHEREAS**, the Governing Board of the Orcutt Union School District has adopted budget criteria and standards as outlined in Board Policy 3100;

**WHEREAS**, the Governing Board of the Orcutt Union School District wishes to establish a committed fund balance in the general fund in conformance with the standards and criteria established by the state board of education pursuant to Education Code section 33127;

**WHEREAS**, the California Department of Education urges school districts to commit to maintaining a prudent level of financial resources to protect against the need to reduce services because of temporary revenue shortfalls or unpredicted expenditures;

**WHEREAS**, the California Department of Education and the Government Finance Officers Association recommend that school districts maintain committed, assigned, and unassigned reserves of at least two months of operating expenditures or approximately 17 percent reserve to mitigate revenue shortfalls and unanticipated expenditures;

**WHEREAS**, the Governing Board of the Orcutt Union School District wishes to commit funds in the general fund for emergency facility repairs, major textbook adoptions, unexpected costs, management of cash flow, mitigation of volatility in funding or expenditures, unexpected costs for special education students with highly specialized needs, a natural disaster that reduces student attendance and associated state funding, deferred maintenance, or a lawsuit that results in a costly judgment or settlement against the district;



**WHEREAS**, maintaining positive cash flow will diminish the need for borrowing and its associated costs;

**WHEREAS**, California's tax system relies heavily on income taxes paid by individuals and businesses, which are volatile revenue sources;

**WHEREAS**, certain district expenditures such as pension costs can be difficult to predict precisely and are anticipated to increase in costs;

**WHEREAS**, healthy reserves can address these cost increases rather than immediately reducing spending, staffing, and other areas of the budget;

**WHEREAS**, the district can experience unexpected costs for special education students with highly specialized needs, emergency facility repairs, natural disasters that reduce school attendance, and associated school funding for lawsuits that result in costly settlements or judgments against the district;

**WHEREAS**, the district is in need of replacing textbooks and related curriculum, computers, school buses and equipment and facility components that have reached the end of their useful lives such as flooring, or heating and cooling systems;

**WHEREAS**, the district may need to finance the construction of school buildings and other capital projects and cannot rely completely on bond measures or state funding;

**WHEREAS**, in the event that the school district needs to borrow money, healthy reserves will provide the district with a higher rating from the credit rating agencies and lower interest rates;

**NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:**

- 1) It is hereby determined that the amount of \$13,694,649 is hereby committed from the 2023-2024 General Fund ending balance for the following purposes:
  - i) Technology Update - \$ 1,000,000
  - ii) Textbook Adoption - \$1,000,000
  - iii) Declining Enrollment/Economic Downturn- \$8,194,649
  - iv) TK Expansion Planning - \$1,500,000
  - v) Strategic Plan - \$2,000,000
- 2) The governing board of the school district, reserves the right to modify these committed funds in the future as the need arises through a similar resolution.

WHEREAS, on June 14, 2023, the Governing Board took action to commit a total of \$13,497,213.97 for Technology Update (\$1,000,000), Textbook Adoption (\$1,000,000), Declining Enrollment/Economic Downturn (\$7,997,213.97), TK Expansion Planning (\$1,500,000) and Strategic Plan (\$2,000,000);

WHEREAS, all previous amounts committed at Unaudited Actuals are uncommitted and recommitted in the 2023-24 Budget as Reserve for Technology Updates, Textbook Adoption, Declining Enrollment/Economic Downturn, TK Expansion Planning and Strategic Plan.

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS: It is hereby determined that the amount of \$13,497,213.97 is hereby uncommitted from the 2023-24 General Fund ending balance and committed as noted above in section 1.



## BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Resolution No. 7, 2023/24 Delegation of Authority to District Staff

BACKGROUND: In order to proceed with normal District business, the Board must annually delegate which staff members may request expenditures, sign contracts and receive warrants.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Delegation of Authority as submitted.

FUNDING: N/A



Orcutt Union School District  
District / Charter

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above-named district, I certify that the signatures shown below in **Column 1** are the verified signatures of the members of the governing board. I certify that the signatures shown in **Column 2** are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

- **K-12 Districts:** 35143, 42632, and 42633, 17604

If persons authorized to sign orders as shown in **Column 2** are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: December 2023 to December 2024  
In accordance with governing board approval dated December 13, 2023.

Signature \_\_\_\_\_  
Clerk or Secretary of the Board  
Typed Name Dr. Holly Edds  
Clerk or Secretary of the Board

**NOTE:** Please TYPE name under signature.

Column 1 Signatures of Members of the Governing Board
If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.
SIGNATURE
TYPED NAME Lisa Morinini
<b>President of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Vice President of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME Liz Phillips
<b>Clerk of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME Melanie Waffle
<b>Member of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME Mark Steller
<b>Member of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME Shaun Henderson
<b>Member of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Member of the Board of Trustees/Education</b>

Column 2 <b>Note for Escape Financial System Users:</b> The district must have an active employee with access to Escape in order to authorize accounts payable. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.	Act as District Agents / Contracts	Payments / Warrants	Payroll	Offers of Employment
SIGNATURE 				
TYPED NAME Sandra Knight				
TITLE Asst. Supt. Business Services				
SIGNATURE 				
TYPED NAME Mary Andrade				
TITLE Director of Fiscal				
SIGNATURE 				
TYPED NAME Anna Orca				
TITLE Sr Accounting Technician				
SIGNATURE 				
TYPED NAME Brianne Guerrero				
TITLE Accounting Technician				
SIGNATURE 				
TYPED NAME Zina Chavez				
TITLE Sr Payroll Technician				
SIGNATURE 				
TYPED NAME Amy Lewton				
TITLE Payroll Technician				
SIGNATURE				
TYPED NAME Dr. Holly Edds				
TITLE <b>SECRETARY (per EC1010, the Superintendent)</b>				

Return completed original "wet" ink signature form to:  
School Business Advisory Services

**RESOLUTION OF THE GOVERNING BOARD  
DELEGATION OF GOVERNING BOARD POWERS DUTIES  
AUTHORITY TO MAKE CASH AND BUDGET TRANSFERS**

**Whereas**, Education Code Section 35161 provides that "The governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board..." and

**Whereas**, Education Code Section 35161 further provides that the governing board "...may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated;" and

**Whereas**, the governing board of the Orcutt Union School District recognizes that, while the authority provided in Education Code Section 35161 authorizes the board to delegate any of its powers and duties, the governing board retains the ultimate responsibility over the performance of those powers and duties; and

**Whereas**, the governing board further recognizes that where other Education Code provisions authorize a delegation of authority for a specific purpose, but impose restrictions on such delegated authority, these restrictions must be observed;

**Now, Therefore, Be It Resolved** that, in accordance with the authority provided in Education Code Section 35161, the governing board of the Orcutt Union School District hereby delegates to the following officers or employees of the district, the authority to make cash and budget transfers between and within district funds as necessary for the payment of obligations of the district effective from the date this resolution is passed through the year-end accrual phase without submitting the transfers as part of a specific board resolution.

Mary Andrade

Sandra Knight

Authorized District Employee/Officer

Authorized District Employee/Officer

Authorized District Employee/Officer

Authorized District Employee/Officer

**Passed and adopted** this 13 day of December, 2023 by the following vote:

**Ayes:**

**Noes:**

**Absent:**

**Abstain:**

**Board President's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Note for Escape Financial System Users:** The district must have an active employee with Escape access authorized to perform cash and budget transfers. This resolution is needed in order to grant activity permissions necessary to authorize certain budget and cash transfers (i.e., interfund cash transfers and deposits) in Escape.

REFERENCE:  
K-12: EC§35161



## BUSINESS SERVICES MEMORANDUM

TO: Holly Edds, Ed.D

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Accounting of Developer Fees for the 2022-23 Fiscal Year (Annual Report)

**BACKGROUND:** School districts collecting developer fees are required to make available to the public information on the status of developer fee collections and expenditures and to make periodic findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted, in accordance with Sections 66006(b) and 66001(d) of the Government Code.

Developer fees are to be used for growth related construction, equipment, modernization, and to provide equitable facilities among all Orcutt schools. These funds are audited annually and are part of the annual financial report presented to the Board of Trustees.

**RECOMMENDATION:** Staff recommends that the Board of Trustees approve the attached Annual Fee Report submitted.

**FUNDING:** N/A

**DEVELOPER FEE REPORT**  
**FISCAL YEAR ENDING JUNE 30, 2023**

**Background**

A school district collecting developer fees is required to make available to the public information on the status of developer fee collections and expenditures and to make periodic findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted, in accordance with Sections 66006(b)(1) and 66001(d)(1) of the Government Code.

The Orcutt Union School District (“District”) has combined its reporting obligation into this single report, presented below.

**FISCAL YEAR DEVELOPER FEE REPORT**

As required by Government Code section 66006(b), this portion of the report provides the public with the following information for the last fiscal year:

**A. A brief description of the type of fee in the account or fund:**

The District’s capital facilities account (“Fund 25”) contains fees collected from residential and commercial-industrial development during the 2022-2023 fiscal year as follows:

<b>TABLE 1</b>		
<b>TYPE OF FEE</b>	<b>AMOUNT OF FEE</b>	<b>DATE</b>
Level 1 - Residential	\$3.42 / sq. ft.	Last Collected: June 30,2023
Level 1 – Commercial / Industrial	\$0.56 / sq. ft.	Last Collected: June 30, 2023

**B. The amount of the fee:**

See Table 1, above. Note: Total fees calculated are \$4.79 / sq. ft. for Residential and \$0.78 / sq. ft. for Commercial/Industrial. Pursuant to the Level I Developer Fee Split Agreement, dated April 25, 2022, the District shares developer fees with Santa Maria Joint Union High School District under which it allocates 72% of each fee type totals to be allocated to the District. The District’s portion (72%) of the Level I fees during the 2022-23 fiscal year is indicated above.

**The beginning and ending balance of the account:**

1. The beginning balance on July 1, 2022 was \$1,875,189.69
2. The ending balance on June 30, 2023 was \$1,335,934.94

- C. The amount of the fees collected and the interest earned during the annual reporting period:

TABLE 2		
TYPE OF FEE	AMOUNT COLLECTED	INTEREST EARNED
Level 1 – Residential/Commercial/Industrial	\$1,299,194.12	\$22,000.38

- D. Identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees, during the reporting period:

TABLE 3		
PROJECT NAME	AMOUNT OF FEES EXPENDED	% OF THE PROJECT FUNDED WITH FEES
1. OAHs gymnasium construction	\$1,600,000	13%
2. Olga Reed play structure	\$209,051.30	100%
<b>TOTAL</b>	<b>\$1,809,051.30</b>	

- E. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete:

The District intends to use the amounts in Fund 25 to fund upcoming: leases, purchases, installation of student housing facilities projects, expansions and improvements to school sites, and administrative costs for implementing these programs.

- F. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan:

A transfer of \$1,600,000 was made to our bond fund to contribute to the construction of the gymnasium.

**G. The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001.**

No refunds were made in this fiscal year, and no refunds are required under applicable law. There were journal entries made to reflect the change in Fair Market Value due to outside market influences. These entries resulted in additional revenue of \$20,838. We are required to make the adjustment by our auditors to reflect the true value of the money held in the fund.



## FINANCIAL REPORT

As required by Government Code section 66001(d), this portion of the report makes the proposed five (5)-year findings with respect to remaining developer fees unexpended, whether committed or uncommitted:

**A. Identify the purpose to which the fee is to be put:**

See Table 4, below.

**B. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged:**

See Table 4, below.

**C. Identify all sources and amounts of funding anticipated to complete financing incomplete improvements identified in paragraph (2) of subdivision (a):**

See Table 4, below.

**D. Designate the approximate dates on which the funding referred to in subparagraph (c) is expected to be deposited into the appropriate account or fund:**

See Table 4, below.

<b>TABLE 4</b>				
<b>PROJECTS</b>	<b>REASONABLE RELATIONSHIP TO FEE</b>	<b>SOURCES OF FUNDING</b>	<b>AMOUNTS OF FUNDING</b>	<b>DATE(S) FUNDS WILL BE DEPOSITED</b>
Construction of Multi-Purpose Room at Orcutt Academy High School  Completion Date: April, 2024	To address impacts to facilities from new developments in order to maintain existing level of service.	<ul style="list-style-type: none"> <li>Developer Fees</li> <li>Bond Revenue</li> </ul>	\$1,600,000	All funds have been received.
Play Structure at Olga Reed School	To address impacts to facilities in order to maintain existing level of service	<ul style="list-style-type: none"> <li>Developer Fees</li> </ul>	209,051.30	All funds have been received

*Any member of the public may request detailed information regarding developer fees by contacting the District's Business Office. Please refer to the District website for additional information on the District's current Site Assessment & Master Plan, as well as for current Developer Fee information.*

**E. FINDINGS**

The Orcutt Union School District has:

1. Expended developer fees for public improvements solely and exclusively for the purpose or purposes for which the fee was collected.
2. Levied, collected or imposed no fee to be used for general revenue purposes.
3. Deposited developer fees in a separate fund or account (Fund 25) in a manner that has avoided commingling of those fees with other funds.
4. Made available to the public specified information relating to the fee, interest, other income, expenditures, and refunds occurring during the 2022-23 fiscal year within 180 days of the close of the fiscal year.

END OF REPORT.



## BUSINESS SERVICES MEMORANDUM

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

**FROM:** Sandra Knight  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** December 13, 2023

**BOARD AGENDA ITEM:** Youth League Facility Use Agreements

**BACKGROUND:** The Facility Use Agreements for the 2023-24 school year between Orcutt Union School District and Orcutt American Little League and The Boys and Girls Club of Mid Central Coast are included for your review and approval.

The Orcutt American Little League Facility Use Agreement has been updated to align with our other field use agreements. Language was added to address conflicts in scheduling so it is clear that baseball events will not be scheduled when Joe Nightingale is holding school events in the evening. The only significant change is an increase in the liability coverage.

The Boys and Girls Club of Mid Central Coast Agreement had one change to the prior agreement to increase the liability coverage to align with our other facilities use agreements.

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

**FUNDING:** N/A

## **LICENSE AGREEMENT**

THIS LICENSE AGREEMENT (“Agreement”) is made and entered into as of October 1, 2023, 2023 (“Effective Date”) by and between the Orcutt Union School District, a public school district of the State of California (“Licensor”), and Orcutt American Little League, a California Non-Profit organization (“Licensee”) (collectively the “Parties”).

### **RECITALS**

**WHEREAS**, pursuant to Education Code, section 38130 *et seq.* (“Civic Center Act”), Licensor, upon the terms and conditions it deems proper, may grant the use of school facilities or grounds for, among other things, supervised sports league activities for youth; and

**WHEREAS**, Licensor is the owner of certain real property located at 225 Winter Rd, Orcutt, CA 93455, (“School Site”);

**WHEREAS**, Licensor is the owner of baseball fields at Joe Nightingale School;

**WHEREAS**, Licensee provides youth league activities (“Services”) to Licensor’s students, other youth in Licensor’s community, and their families (“Participants”);

**WHEREAS**, Licensee desires use of the Baseball Fields to provide Services to the community;

**WHEREAS**, Licensee will need a right of entry onto the School Site to access the Baseball Fields and carry out the Services; and

**WHEREAS**, Licensee, and the youth who participate in Licensee’s programs, will benefit from gaining access to Licensor’s Baseball Fields; and

**WHEREAS**, Licensor’s students who participate in youth league activities, and the community that Licensor serves, will also benefit from having access to Licensee’s Services and the use of Licensor’s Baseball Fields; and

**WHEREAS**, the terms of this Agreement will help ensure that the Licensor is able to protect its school grounds while complying with the mandates of the Civic Center Act.

**NOW, THEREFORE, IN CONSIDERATION OF THE MUTUAL BENEFITS SET FORTH ABOVE AND THE PROMISES SET FORTH BELOW, LICENSOR AND LICENSEE HEREBY MUTUALLY AGREE AS FOLLOWS:**

## ARTICLE I

### License

1.1 Grant of License. To the extent allowed by law, Licensor agrees to grant Licensee a revocable, exclusive license (“License”) to enter the particular School Site named in the above incorporated Recitals for the sole purpose of accessing the Baseball Fields and providing the services and maintenance. The rights granted to, and the obligations imposed on, Licensee herein shall extend to Licensee’s officers, agents, employees, volunteers, independent contractors, and the Participants. The License shall automatically terminate and be of no further force and effect upon the expiration or earlier termination of this Agreement.

1.2 Physical Extent of Right to Enter. Subject at all times to the terms of this Agreement and to the extent allowed by law, during Licensee’s regular athletic season of February 1st-August 1st and September 1st-December 1st (“Regular Athletic Season”), Licensee shall have sole access to the Baseball Fields for carrying out its Services during “Non-School Hours” only. For the purposes hereof, “Non-School Hours” are defined as the hours between 4:30pm and dusk on weekdays, excluding school holidays, and from 8 a.m. to dusk on weekends, school holidays, and on weekdays occurring during Licensor’s summer recess. All hours outside of “Non-School Hours” are deemed school hours. Any public address or other voice-amplification system operated by Licensee during its use of the Baseball Fields shall be operated at reasonable sound levels, and no such voice-amplification system shall be operated after 9:30 p.m. Licensee shall not have the right to enter or use the Baseball Fields during school hours. Licensor reserves the right to change the Non-School Hours to correspond with any changes in school hours or in the school year implemented by Licensor, or to address any legitimate concerns or issues regarding such hours of entry which are identified by Licensor or brought to Licensor’s attention. Should Licensee require access to the Baseball Fields outside of its Regular Athletic Season, Licensee shall request a permit allowing such access. Upon a forecast of rain or other adverse weather, or in the event of rain or other adverse weather, Licensor reserves the right to deny access to the Baseball Fields. Prior to renewal of the License pursuant to Section 1.6(a) of this Agreement, Licensor and Licensee shall meet to review the hours of entry under the License during the prior License period. Following such a meeting (or if Licensee fails to meet with Licensor), Licensor reserves the right to alter the hours of entry under this Section 1.2 to address any issues regarding hours of entry during the prior License period that are identified by Licensor.

1.3 Permitted Use; Licensee’s Responsibilities. Licensee shall use Baseball Fields solely for the purpose of providing the Services and shall be solely responsible for all costs (Licensee’s and Licensor’s) relating to the Services, including but not limited to emptying of trash bins, use of a custodian, and regular clean-up of Baseball Fields. Licensee shall also be responsible for providing all equipment and furnishings for Services at its sole cost.

1.4 Ownership. Nothing in this License shall be construed to transfer legal ownership of any part of the School Site, including the Baseball Fields, to the Licensee and Licensee shall have no possessory interest in the School Site.

1.5 Volunteer Work. Licensee shall take on all costs of maintenance of Baseball Fields annually, for each year this Agreement is in effect, in exchange for use of the Baseball Fields. The Parties shall meet to discuss any needed maintenance and/or repairs to the Baseball Fields and create an initial maintenance and repairs schedule. The maintenance and repairs schedule shall be reevaluated and updated annually by January 15<sup>th</sup>.

1.6 Terms, Termination and Revocation of the License.

(a) The License shall commence on October 1, 2023, and continue in effect until September 30, 2024 (“Term”), subject to its earlier termination as provided herein. The License may be extended or renewed upon written agreement by both parties.

(b) This Agreement may be terminated, either wholly or in part as to the School Site, by Licensor at any time for convenience. Any such termination shall become effective on the ninetieth (90<sup>th</sup>) calendar day following the date Licensor gives written notice to Licensee of the termination.

(c) This Agreement may be terminated by either party at any time for cause. “Cause” shall consist of a material breach of any provision of this Agreement and the failure of the breaching party to cure the breach within twenty (20) days of being notified in writing of the breach (unless a different cure period is specifically required by the terms of this Agreement). Such a termination shall become effective immediately upon the giving of written notice of the termination. Following termination for cause, the Parties may pursue all remedies at law or in equity, expressly including the remedy of specific performance of this License.

(d) Should Licensor in its sole discretion determine that the Baseball Fields are needed by Licensor for a period of 60 days or less during Licensee’s Regular Athletic Season, for any type of expansion, modification or improvement of the Licensor’s facilities located at the School Site, Licensor shall provide Licensee with sixty (60) days advance written notice of its intent to occupy any or all of the Baseball Fields. Should Licensor in its sole discretion determine that the Baseball Fields are needed by Licensor for more than a period of 60 days during Licensee’s Regular Athletic Season, for any type of expansion, modification or improvement of the Licensor’s facilities located at the School Site, Licensor shall provide Licensee with notice pursuant to Section 1.6(b) above.

(e) Upon the expiration or earlier termination of this Agreement under any provision of this Agreement, Licensee and Licensee’s agents, officers, employees, volunteers, independent contractors, and Participants shall immediately vacate the School Site and remove any and all equipment or other property of Licensee. Upon termination, Licensee shall be responsible for the cost to Licensor for repairs to the Baseball Fields and School Site caused by Licensee or by any other cause not the fault of Licensor, but Licensor shall direct and make all repairs at its sole discretion. Licensee shall make payment to Licensor within thirty (30) days of receipt of an invoice for the costs Licensor incurred.

(f) The remedies given to Licensor in this Article shall not be exclusive, but shall be cumulative and in addition to all remedies now or hereafter available at law or in equity and elsewhere provided in this Agreement.

## ARTICLE II

### Restrictions and Conditions

#### 2.1 Baseball Fields.

(a) Licensor makes no representations of any kind as to the conditions of, on, or under the Baseball Fields or School Site. Licensee has inspected the Baseball Fields and the School Site and accepts the license for the Baseball Fields in its “as is” condition. Licensor has no responsibility to make any modifications, repairs, or maintenance to the Baseball Fields or School Site that may be required to prepare the Baseball Fields or School Site for Licensee to carry out the Licensee’s Services including but not limited to improvements to the field conditions. Furthermore, Licensor makes no representations or warranties regarding the fitness or suitability of the Baseball Fields for Licensee’s intended use.

(b) Licensee shall act in a civil, sportsmanlike, and reasonable manner while using the Baseball Fields, and shall not do or permit anything to be done on the School Site which would obstruct, injure, annoy, or interfere with the rights of anyone lawfully on the School Site. Licensor shall not permit any nuisance or waste on the School Site. Within twenty (20) days after notice of any nuisance or waste on the School Site caused by Licensee’s use of the Baseball Fields, Licensee shall remove such nuisance or waste at its sole expense. If after twenty (20) days following notice of any nuisance or waste on the School Site caused by Licensee, such nuisance or waste has not been removed, Licensee shall pay to Licensor the higher of (a) full reimbursement to Licensor for any costs related to removal of the nuisance or waste; or (b) five-hundred dollar (\$500) deposit.

(c) Licensee shall not obstruct anyone’s access to, or passage across, the School Site.

(d) Licensee, its agents, employees, invitees, volunteers and independent contractors shall observe and comply fully and faithfully with all reasonable and nondiscriminatory rules and regulations (including all policies of the Licensor’s Board) adopted by Licensor (the “Rules”) for the care, protection, cleanliness and operation and use of the Baseball Fields and/or School Site, including any modification or addition to such Rules adopted by Licensor, provided Licensor shall give written notice thereof to Licensee.

2.2 Improvements. Any improvements by Licensee to the Baseball Fields shall be done with Licensor’s prior written approval at Licensee’s sole expense. Licensor shall have no obligation to purchase or provide any improvements to the Baseball Fields. Licensee may not, without Licensor’s prior written approval, demolish, remove, replace, alter, relocate, reconstruct, or add to any existing improvements in whole or in part, or modify or change the contour or grade of the School Site or the Baseball Fields.

2.3 Permits, Licenses and Compliance With Laws. Licensee shall, at Licensee's sole cost and expense, comply with all applicable statutes, ordinances, regulations and requirements of all governmental entities, including federal, state, county and municipal agencies, whether those statutes, ordinances, regulations, and requirements are now in force or are subsequently enacted. If any license, permit, or other governmental authorization is required for the lawful use or occupancy of the Baseball Fields, or any portion of the School Site, the Licensee shall procure and maintain the authorization throughout the term of this Agreement. Licensee shall provide Licensor with copies of all approvals and permits upon request. Without limiting Licensee's other indemnification obligations herein, Licensee shall defend, indemnify, and hold Licensor and the School Site, Licensor's board members, officers, employees, agents and volunteers free and harmless from any and all liability, loss, damages, fines, penalties, claims, and actions resulting from Licensee's failure to comply with and perform the requirements of this Section. The foregoing indemnification obligation shall survive the expiration or earlier termination of this Agreement.

2.4 Prohibited Uses. Licensee shall not use or permit the Baseball Fields, or any portion of the School Site, to be improved, used or occupied under this Agreement in any manner or for any purpose that is in any way in violation of any of Orcutt Union School District's Board Policies or Administrative Regulations or any applicable law, ordinance or regulation of any federal, state, county, or local government agency, body or entity with jurisdiction. There shall be no tobacco product nor alcohol consumption by Licensee or its officers, employees, agents, volunteers, independent contractors, and Participants, in or on the Baseball Fields or School Site during Licensee's use of the Baseball Fields. Licensee shall not permit anything to be done in or about the Baseball Fields or School Site which would increase the existing rate of insurance upon the Baseball Fields or School Site, or cause the cancellation of any insurance policy covering the Baseball Fields or School Site, and Licensee shall be solely responsible for the cost of any increase in insurance caused thereby.

2.5 Assessments, Fees, and Charges. During the term of this Agreement, Licensee shall pay or cause to be paid any and all assessments, fees and charges incurred due to Licensee's use of the Baseball Fields. Licensee shall hold Licensor free and harmless from any and all assessments, fees, and charges. Licensee shall be responsible for the removal of all garbage and rubbish from the Baseball Fields after each use of the Baseball Fields by Licensee. Within two (2) days after notice of any remaining garbage or rubbish on the Baseball Fields after Licensee's use of the Baseball Fields, Licensee shall remove such garbage or rubbish at its sole expense. If after two (2) days following notice of any remaining garbage or rubbish on the Baseball Fields after Licensee's use of the Baseball Fields, such garbage or rubbish has not been removed, Licensee shall pay to Licensor the higher of (a) full reimbursement to Licensor for any costs related to removal of the garbage or rubbish; or (b) five-hundred dollar (\$500) deposit.

2.6 Maintenance; Repairs. Licensee shall be responsible for the repair cost of repairing any damage caused to the School Site, including the Baseball Fields, resulting from, or in connection with, Licensee's use of the Baseball Fields. Licensee shall be responsible for the maintenance and cost of maintenance of the Baseball Fields, including but not limited to ordinary wear and tear to the Baseball Fields' conditions, caused by the Services or weather. Licensee shall make payment to Licensor within thirty (30) days receipt of an invoice for any repair or maintenance costs incurred by Licensor.



2.7 Utilities. Licensee shall pay all charges for gas, electricity, telephone and internet service, garbage disposal costs, sewage, water or any other utility used or consumed on the Baseball Fields.

2.8 Payments by Licensor. Should Licensee fail to pay any assessment, tax, fee or other charge required to be paid by Licensee in connection with its use of the Baseball Fields, Licensor may, without notice to or demand on Licensee, pay, discharge, or adjust any assessment, tax, bill, or other charge for the benefit of Licensee. In that event, Licensee shall promptly, on written demand of Licensor, reimburse Licensor for the full amount paid by Licensor in paying, discharging, or adjusting any assessment, tax, bill or other charge, together with interest thereon at the rate of ten percent (10%) per annum from the date of payment by Licensor until the date of repayment by Licensee.

2.9 Insurance.

(a) Coverage Required. Before the execution of this Agreement, and during the Terms thereof, Licensee shall obtain and maintain, at its sole cost and expense, the following insurance policies covering the Baseball Fields provided by an insurance company acceptable to Licensor:

(1) Commercial general liability insurance for bodily injury, personal injury and property damage, including products and completed operation and non-owned and hired automobile coverage, with liability limits of not less than three million Dollars (\$3,000,000.00), combined single limit. Coverage for bodily injury shall not be less than two million Dollars (\$2,000,000.00), combined single limit of two million Dollars (\$2,000,000.00) per person and per accident. The policy shall provide coverage for broad form property damage not less than one million Dollars (\$1,000,000.00) per loss. If the policy contains a General Aggregate, then the liability limit must be not less than five million Dollars (\$5,000,000.00).

(2) Automobile liability insurance for bodily injury, personal injury and property damage for vehicles owned, non-owned, or hired, with policy limits of not less than one million Dollars (\$1,000,000.00) combined single limit covering all officers, agents, employees and contractors of Licensee involved in providing Licensee's Services at the School Site and Baseball Fields.

(b) Insurance Provisions.

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

(2) A certificate issued by the carrier of the policies described in

Subsection (a) above shall be delivered to Licensor prior to first entry onto the School Site by Licensee, or any of its employees, volunteers, agents, and independent contractors. Each such certificate shall set forth the limits, coverage, and other provisions required under this Section. A renewal certificate for each of the policies described above shall be delivered to Licensor not less than thirty (30) days before the expiration of the term of such policy. Insurance coverage shall be subject to Licensor's approval. The insurance company shall carry a rating of A:X or better and shall be admitted and licensed in the State of California to transact insurance coverage and issue policies.

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

(4) Upon Licensor's request, a copy of the insurance policies described above shall be provided to Licensor.

2.10 No Property Interest Created; Non-assignable. This License and Agreement shall not create any interest for Licensee in the Baseball Fields or School Site nor any other property owned or maintained by Licensor, and is not coupled with any property interest or other interest. The License is personal to Licensee and is not assignable. The License does not inure to the benefit of any assignees, heirs or successors of Licensee.

2.11 Safety. Licensee shall be solely and completely responsible for the safety of all persons and property related to Licensee's use of the Baseball Fields. Licensee, its agents, employees, volunteers and independent contractors shall fully comply with all state, federal and other laws, rules, regulations, and orders relating to safety. Licensee, its agents, employees, volunteers, and participants shall be required to use the appropriate protective equipment when using the Baseball Fields, including, but not limited to batting helmets and catcher's equipment.

2.12 Indemnity By Licensee. Licensee shall fully defend (with counsel reasonably acceptable to Licensor), indemnify and hold Licensor, its officers, agents, employees, members of its Board of Trustees and the property of Licensor, including the School Site and improvements now or hereafter on the Baseball Fields, free and harmless from any and all liability, claims, loss, damages, or expenses resulting from Licensee's occupation and use of the Baseball Fields or any occupation or use of the Baseball Fields by its assigns, specifically including, without limitation, any liability, claim, loss, damage, or expense (collectively, "Claims") arising by reason of any of the following:

(a) The death or injury of any person, including any person who is an employee, guest, invitee, participant or agent of Licensee, or by reason of any damage to or destruction of any property, including property owned by Licensee or by any person who is an employee or agent of Licensee, from any cause whatsoever as a direct result of using the Baseball Fields while that person or property is in, on, or about the Baseball Fields or School Site, or in any way connected with the Baseball Fields or School Site, or with any of the improvements or personal property on the Baseball Fields or School Site;

(b) The death or injury of any person, including Licensee or any person who is an employee or agent of Licensee or Sub-licensee, or by reason of any damage to or destruction of any property, including property owned by Licensee or any person who is an employee or agent of Licensee, caused or allegedly caused by any of the following: (1) the condition of the Baseball Fields and/or improvements located on or about the Baseball Fields, or (2) some act or omission occurring on or about the Baseball Fields with the permission and consent of Licensee or Sub-licensee; and

(c) Licensee's failure to perform any provision of this Agreement or to comply with any requirement of law or any requirement imposed on Licensee by any duly authorized agency or political subdivision.

(d) The foregoing indemnification obligations shall survive the expiration or earlier termination of this Agreement.

2.13 Entry by Licensor. Licensor may enter the Baseball Fields at any time, including to determine whether Licensor is complying with this Agreement, to post notices of non-responsibility, and to inspect, maintain or repair the Baseball Fields, in each case consistent with the terms of this Agreement. Licensee waives any claim for damages for injury, inconvenience or interference with Licensee's activities, or any loss of occupancy or quiet enjoyment, caused by such entry. Licensor shall be provided keys to unlock any locks to be located on or about the Baseball Fields, and any such use of locks by Licensee shall be upon the prior written consent, and notice to, the Licensor.

2.14 Vehicle Access. Parking of cars by Licensee's employees, agents, licensees and invitees shall be confined to street parking spaces. Licensee shall assume full responsibility for vehicle control and parking during its hours of use of the Baseball Fields. Licensee shall not access the Baseball Fields with vehicles of any sort without prior written notice to, and written consent of, the Licensor for such vehicular access. In no case are vehicles to drive across the grass. Licensee shall ensure that any vehicle allowed by Licensor to access the Baseball Fields shall be subject to the insurance terms set forth in Section 2.9 of this Agreement. In the event that Licensee's vehicles cause any damage to the Baseball Fields and/or School Site, Licensee shall promptly repair such damage and restore the Baseball Fields and/or School Site to its prior condition at Licensee's sole cost and expense, to Licensor's reasonable satisfaction.

2.15 Limitation of Liability. No board member, officer, employee, representative, agent or independent contractor of Licensor shall be personally liable in any manner or to any extent under or in connection with this Agreement, and Licensee, its successors, or assigns hereby waives any and all claims to such personal liability.

2.16 Waiver of Claim under the Civic Center Act. Licensee agrees to waive all claims and causes of action against Licensor under the Civic Center Act related to its use of the Baseball Fields.

## ARTICLE III

### General Terms and Provisions

3.1 Entire Agreement. This Agreement constitutes the sole and entire agreement between the Parties with respect to the subject matter dealt with in this Agreement and all understandings, oral or written, with respect to the subject matter of this Agreement are hereby superseded.

3.2 Future Assurances. Each Party hereto shall cooperate and take such actions as may reasonably be required by the other Party hereto in order to carry out the provisions of this Agreement and the transactions contemplated by this Agreement.

3.3 Amendment of Agreement. No modification of, deletion from, or addition to this Agreement shall be effective unless made in writing and executed by both Licensor and Licensee.

3.4 Waiver. The failure by either Party to enforce any term or provision of this Agreement shall not constitute a waiver of that term or provision, or any other term or provision. No waiver by either Party of any term or provision of this Agreement shall be deemed or shall constitute a waiver of any other provision of this Agreement, nor shall any waiver constitute a continuing waiver unless otherwise expressly provided in writing.

3.5 Severability. In the event any clause, sentence, term or provision of this Agreement shall be held by any court of competent jurisdiction to be illegal, invalid, or unenforceable for any reason, the remaining portions of this Agreement shall nonetheless remain in full force and effect.

3.6 Construction of Agreement. The terms and provisions of this Agreement shall be liberally constructed to effectuate the purpose of this Agreement. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, no uncertainty or ambiguity shall be construed or resolved against either Party under any rule of construction, including the Party primarily responsible for the drafting and preparation of this Agreement.

3.7 Gender and Number. Wherever the context of this Agreement may so require, the gender shall include the masculine, feminine and neuter, and the singular shall include the plural.

3.8 Governing Law and Venue. In the event of litigation, this Agreement shall be governed by and construed in accordance with the laws of the State of California, unless there is a conflict with a federal law or regulation which federal law or regulation shall then prevail. Venue shall be with the appropriate state or federal court located in Santa Barbara County.

3.9 Licensee's Rights to Assignment. Licensee shall not have the right to assign this Agreement or the License or any interest in this Agreement, without Licensor's prior written consent. Any assignment or sublicense made without such prior written consent shall be void, and at the option of Licensor, shall terminate this Agreement.

3.10 Licensees Right to Sublicense or Provide Use to Third Parties. Licensee shall not have the right to sublicense or permit third parties to use all or any portion of the Baseball Fields.

3.11 Independent Contractor. This Agreement is not intended to and shall not be construed to create the relationship of principal-agent, master-servant, employer-employee, partnership, joint venture, or association between Licensee and the Licensor; neither party is an officer of the other. Each of the parties, their agents, officers, employees, and volunteers, in their performance under this Agreement, shall act in an independent capacity from each other.

3.12 Notices. Any notice required or desired to be given pursuant to this Agreement shall be in writing, addressed to the Parties below. By written notice in conformance herewith, either party may change the address to which notices to said party must be delivered. Any notice deposited with the United States Postal Service shall be deemed to have been duly given when so deposited certified or registered, postage prepaid, addressed as set forth below or as changed as set forth herein. Notice sent by any other manner shall be effective only upon actual receipt thereof.

**Licensor:**  
Orcutt Union School District  
Attn: Business Services  
Orcutt, CA 93455

Telephone: 805-938-8915  
E-mail: sknight@orcutt-schools.net

**Licensee:**  
Paul Ortiz  
P.O. Box 2471  
Orcutt, CA 93457

Telephone: 805-668-1839  
E-mail:  
orcuttamericanbaseballleague@gmail.com

3.13 Time is of the Essence. Time is of the essence with respect to the obligations of each party under this Agreement.

3.14 Headings and References. The headings of this Agreement are for purposes of reference only and shall not limit or define the meaning of the provisions of this Agreement. All uses of the words “Article(s)” and “Section(s)” in this Agreement are references for articles and sections of this Agreement, unless otherwise specified.

3.15 Ratification by Governing Board. The terms of this Agreement do not become effective until ratified by the Licensor’s Governing Board at a publicly noticed meeting.

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

3.17 Execution in Counterparts. This Agreement may be executed in counterpart such that signatures may appear on separate signature pages, which when appended together, will constitute one fully executed original.

3.18 Attorneys' Fees. If a Party to this License commences a legal action against the other Party to enforce a provision of this License or seek damages related to this License, the prevailing Party in the legal action will be entitled to recover from the other party all of its reasonable litigation expense, costs, and fees actually incurred, including reasonable attorneys' and experts' fees.

3.19 Licensee Board Membership. Licensee agrees that it shall promptly provide a governing board roster to Licensor upon election of a new Licensee governing board or a change in membership of the Licensee governing board.

**IN WITNESS WHEREOF**, the parties have executed this Agreement the date and year first above written.

LICENSOR:

LICENSEE:

ORCUTT UNION SCHOOL DISTRICT

ORCUTT AMERICAN LITTLE LEAGUE

By: \_\_\_\_\_  
\_\_\_\_\_

By: \_\_\_\_\_  
\_\_\_\_\_

**JOINT USE AGREEMENT BETWEEN THE  
ORCUTT UNION SCHOOL DISTRICT  
AND THE  
BOYS AND GIRLS CLUB OF MID CENTRAL COAST**

**THIS JOINT USE AGREEMENT** (Agreement) is entered into as of the 13th day of June, 2001, by and between the Orcutt Union School District, a public school district organized and existing under the laws of the State of California (District), and the Boys and Girls Club of the Santa Maria Valley, of Santa Maria (Joint Use Partner), together herein referred to as (Parties)

**RECITALS**

**WHEREAS**, Education Code section 17052 authorizes school districts to enter into joint use agreements with community organizations for the purpose of constructing libraries, multipurpose rooms and gymnasiums on school campuses where these facilities are used jointly for both school and community purposes, and provides State funding for such projects; and

**WHEREAS**, the District desires to construct a gymnasium facility (Facility) on the grounds of Lakeview Jr. High School, a school site that is owned by the District and generally located at 3700 Orcutt Rd., Santa Maria, CA; and Orcutt Jr. High School, located at 608 Pinal Avenue, Orcutt, CA.

**WHEREAS**, the Joint Use Partner is a community organization charged with the responsibility of providing the community service which is the purpose of the proposed Facility and this Agreement; and

**WHEREAS**, the Joint Use Partner desires that it become a partner in the use of the proposed Facility under the terms and conditions set forth in State law and under this Agreement; and

**WHEREAS**, the Parties wish to provide a Facility that will be available for use by students, faculty, staff, and the general public for community purposes, in accordance with the policies and procedures contained in this Agreement and such additional policies and procedures as may be developed, for the purpose of enhancing the services and facilities that might be offered by either party individually; and

**WHEREAS**, it is the intent of the Parties to maximize the use of a new joint use Facility by allowing community access to the Facility after school hours as much as practicable. It is also the intent of the Parties to provide this access to the community at as minimal of a cost as possible, but at a no cost basis to the District and the Joint Use Partner.

**WHEREAS**, the Parties wish to specify the method for sharing operating costs, their relative responsibilities for the operation and staffing of the Facility, and the manner in which the safety of

school pupils will be maintained during school hours, and other terms pertinent to the construction, operation, and use of the Facility; and

**WHEREAS**, the Parties have determined that the Facility will result in both economic and operational benefits to both Parties that could not be fully realized if acting independently.

**NOW, THEREFORE**, in consideration of the mutual promises and agreements herein contained, the parties hereto agree as follows:

## **TERMS**

**1. Term of Agreement.** The term of this Agreement shall commence upon execution by both parties and shall remain in effect for 40 years. After the initial 40-year term, the agreement shall automatically renew every five (5) years.

**2. Description of Facility.** The District owns the buildings, parking lots and school grounds of Lakeview Jr. High School located at 3700 Orcutt Rd. and Orcutt Jr. High School located at 608 Pinal Avenue in the County of Santa Barbara, California. The portion of the School Site dedicated to the construction of the Facility is shown as Exhibit (A) attached hereto and incorporated by reference. The Parties intend that the Facility will be constructed as depicted in Exhibit (A) attached hereto, in accordance with plans and specifications approved by the Division of the State Architect which are hereby incorporated by reference and will supersede the attached Exhibit (A) to the extent they are inconsistent.

**3. Purpose of Facility.** The purpose of the Joint Use Facility will be to provide the students of Lakeview Jr. High School, Orcutt Jr. High School and the community members of Orcutt, regular access to gymnasium facilities. The Facility, in addition to supporting the District's educational purposes, is anticipated to support many youth and community groups and will be provided at minimal cost to the community. The Facility is intended to support, but not limited to, such activities as basketball, volleyball, performing arts, dance, aerobics, etc., as well as providing space for general meetings.

**4. Construction of Facility.** The District shall be fully responsible for the construction of the Facility and for entering into any and all agreements required for, and relating to, the construction of the Facility. The District shall be responsible for complying with all State and local laws relating to the construction of school facilities.

**5. Project Approvals.** The District shall be responsible for obtaining all necessary approvals and permits for construction of the Facility including, but not limited to, obtaining approval of the plans and specifications by the Division of the State Architect, obtaining approval of the project by the State Department of Education, and applying for and obtaining State funding from the State Allocation Board.

**6. Funding Responsibilities for Construction.** Funding for the construction of the Facility shall be shared between the State of California and the District.



a. State. The State Allocation Board shall provide funding for construction in the amount approved by the State Allocation Board under the authority granted by Education Code section 17052 and in accordance with a separate agreement entered into between the District and the State pertaining to such funding.

b. District. The District shall provide all additional funding necessary for completion of the Project.

**7. Joint Use of the Facility.** The District and the Joint Use Partner shall share the enjoyment and joint use of the Facility. The Parties hereby agree to cooperate in coordinating programs and activities conducted at the Facility so as to avoid conflicting or competing uses. To ensure the availability of the Facility to the District, the Joint Use Partner and the community on an equitable basis, and based upon the purposes and intentions set forth herein, the following guidelines shall control the scheduling of the Facility.

a. Scheduling Responsibility. The District shall be fully responsible for scheduling all use of the Facility.

b. Community Use. The Facility shall be available for District-wide community and school purposes for the maximum extent possible after regular school hours, but no less than ten (10) hours per week; Monday through Saturday only, no Sundays.

c. District Priority. The District shall have exclusive use and control of the Facility from one-half hour prior to, until one-half hour after, regular school hours when school is in session. During non-school hours, District shall have a priority of use of the Facility in scheduling all District-sponsored athletics, activities, and other functions.

d. Scheduling Events. On an annual basis, the District shall provide the Joint Use Partner a schedule of all District events for each school year as soon as such schedule is prepared. The Joint Use Partner shall calendar these District events first, and calendar all other events around District events. The District shall notify the Joint Use Partner of any additional events, not originally scheduled, as soon as practicable, and such District events shall take priority over any other previously scheduled event. To avoid excessive disruption of events scheduled for community use, the District shall keep newly added events to a minimum.

e. Coordination. The designated Representatives of the District and the Joint Use Partner shall meet quarterly, or as often as mutually agreed upon, to discuss operations and scheduling of the Facility and make any necessary adjustments.

f. Governance. Any and all persons using the Facility shall abide by state and federal laws and regulations as well as local school board policies and administrative regulations.

**8. Operations of Facility.** The District and the Joint Use Partner shall share responsibility for the day-to-day operations of the Facility. The District shall be responsible for providing staffing, supervision, and security during regularly scheduled school hours when school is in session and during any official, school-sponsored activities. The Joint Use Partner shall be responsible for

providing staffing, supervision, and security as deemed necessary by mutual agreement during all other times during which the Facility is used for community purposes.

**9. Fees for Use.**

- a. Collection of Fees. The District shall be responsible for collecting all fees charged for community use of the Facility. Such fees shall be in accordance with a fee schedule jointly developed by the Parties on an annual basis.
- b. Time of Payment. The District expects payment for fees within 30 days from the date of billing.
- c. Fair Rental Value. The District shall charge fair rental value for use by any for-profit organization or by any organization involved in fund-raising activities, unless such activities are for the purpose of supporting the Facility or the Joint Use Partner. The District shall also charge fair rental value in the case of entertainments or meetings where admission fees are charged or contributions are solicited and the net receipts are not expended for the welfare of the students of the District or for charitable purposes.
- d. Civic Center Act. All community use of the Facility shall be subject to the provisions of the Civic Center Act (California Education Code section 38130 et seq.) and the District's policy and regulation implementing the Civic Center Act, all of which are hereby incorporated in this Agreement by reference. To the extent any provision of this Agreement conflicts with the Civic Center Act, the terms of the Civic Center Act shall control.

**10. Funding Responsibilities for Operations.** The Parties shall share in the day-to-day costs of operations of the Facility, including staffing, furniture and equipment, utilities, maintenance, cleaning and repair, as specifically set forth herein, this cost will be incorporated into the fee schedule.

**11. Furniture and Equipment.** All furniture and equipment within the Facility shall be the property of District. The Joint Use Partner shall be entitled to use such furniture and equipment in the regular course of its programs and activities without cost. However, the Joint Use Partner shall be responsible for the costs of any vandalism or theft of the furniture and equipment that occurs during times when the Joint Use Partner has supervisory responsibilities of the Facility.

**12. Utilities.** The District shall be responsible for paying all costs for utilities and services incurred by the joint use of the Facility. The Joint Use Partner shall reimburse the District for the Joint Use Partner's share of direct and actual costs of utilities and other public services incurred by the joint use of the Facility, as set forth by monthly invoice.

**13. Maintenance and Cleaning of the Facility.** Except as otherwise provided in this Agreement, the District shall be responsible for, and pay for all necessary costs incurred for, the routine maintenance and cleaning of the Facility as determined necessary in the sole discretion of the District. The Joint Use Partner shall be responsible for reimbursing the District for its share of direct and actual costs for routine maintenance and cleaning costs incurred by the District. This

amount will be determined by the District and agreed upon by the Joint Use Partner. The cost will be incorporated in the monthly fee.

**14. Damage and Repair.** The District agrees to repair, replace, or pay for any damage done to the Facility while under District control. The Joint Use Partner agrees to repair, replace, or pay for any damage done to the Facility while under its control. Each party shall inspect the Facility before and after its scheduled usage. An inspection log will be created by the District. The Joint Use Partner will complete the log after each scheduled use. District staff will review and sign off on the log after each scheduled time. Each party shall give written notice to the other of any such damage as soon as possible but no later than five (5) working days of the discovery of the damage. Each party shall notify the other of any hazardous or unsafe condition at the Facility so that the District may promptly remedy the unsafe condition. Any person or organization authorized to use the Facility shall reimburse the District and/or the Joint Use Partner, as applicable, for the entire cost of repairing any damage occurring as a result of its use of the Facility.

**15. Alterations and Improvements.** The District shall be responsible for making any alterations or improvements to the Facility. No alterations or improvements shall be made by the Joint Use Partner without prior written approval by the District.

**16. Student Safety.**

a. The District's governing board has adopted a *District Safety Plan*. This Safety Plan will be utilized by both the District and Joint Use Partner. Copies of the Lakeview Jr. High and Orcutt Jr. High plan will be distributed to the Joint Use Partner.

b. The Joint Use Partner shall utilize the Boys & Girls Club photo identification badge system to allow students and community members to quickly and easily identify staff during an emergency. The Joint Use Partner shall be responsible for providing the District with the names of all staff, whether paid or unpaid, assigned to the Facility. The Joint Use Partner will pay and provide their staff with Tuberculosis testing.

c. All District and Joint Use Partner staff shall be tested for tuberculosis and shall undergo fingerprinting background checks through the State Department of Justice. The Joint Use Partner shall be responsible for conducting all such testing and background checks of Joint Use Partner employees. No person shall be assigned to the Facility by the District or the Joint Use Partner unless he or she satisfies all safety and background check requirements applicable to District employees under District Policy and the California Education Code. The Joint Use Partner will provide verification of background checks for each Joint Use Partner staff member using the facility upon request from the District

**17. Insurance.** Each party agrees to either self-insure in an amount not less than specified below or insure against damages or injuries which may arise from the activities contemplated by this Agreement by purchasing and maintaining for the term of this Agreement a commercial general liability insurance policy, and automobile policy, both with a combined single limit of not less than ~~two million dollars (\$2,000,000)~~ **three million dollars (\$3,000,000)**, which policy shall include or be endorsed to include the other party as an additional insured. The Parties agree to provide evidence

of such insurance upon request. Each party shall also carry Workers' Compensation Insurance for its own employees as required by law.

**18. Indemnification.** District and Joint Use Partner shall not be liable for any loss, damage or injury of any kind or character to any person or property caused by or arising from any act or omission of the other party, or any of its agents, employees, licensees or invitees, except as occasioned by the sole negligence of the District or Joint Use Partner respectively or their agents, employees, licensees or invitees.

District shall indemnify and hold harmless Joint Use Partner and its officers, employees and agents from and against any and all claims, actions, damages, liability and expenses, including attorneys' fees, in connection with the loss of life, personal injury and/or damage to property arising from the use by District of the Facility or any part thereof, or arising from or out of District's failure to comply with any provision of this Agreement, or otherwise occasioned wholly or in part by any act or omission of District, its agents, representatives, employees, invitees or licensees. In case Joint Use Partner shall, without fault on its part, be made a party to any litigation commenced against District, then District shall protect and hold it harmless and shall pay all costs, expenses and reasonable attorneys' fees incurred by Joint Use Partner in connection with any such litigation.

Joint Use Partner shall indemnify and hold harmless District and its officers, employees and agents from and against any and all claims, actions, damages, liability and expenses, including attorneys' fees, in connection with the loss of life, personal injury and/or damage to property arising from the use by Joint Use Partner of the Facility or any part thereof, or arising from or out of Joint Use Partner's failure to comply with any provision of this Agreement, or otherwise occasioned wholly or in part by any act or omission of Joint Use Partner, its agents, representatives, employees, invitees or licensees. In case District shall, without fault on its part, be made a party to any litigation commenced against Joint Use Partner, then Joint Use Partner shall protect and hold it harmless and shall pay all costs, expenses and reasonable attorneys' fees incurred by District in connection with any such litigation.

**19. Joint Use Partner Addition or Substitution.** The District may substitute one Joint Use Partner for another by providing six (6) months advance written notice to the Joint Use Partner. The District may also add an additional Joint Use Partner(s) to support this Agreement and its stated purposes by providing six (6) months advance written notice to the Joint Use Partner. Substitution or addition of Joint Use Partner(s) can occur at any time by mutual agreement of the Parties. Each additional Joint Use Partner shall be required to enter into a separate agreement with the District which shall address the division of responsibilities between or among the Joint Use Partners. In addition, the Parties hereto shall amend this Agreement as necessary to reflect any change in responsibilities resulting from the addition of Joint Use Partner(s).

**20. Termination.** This Agreement shall automatically terminate in the event the Facility is not approved by the State Department of Education or the Division of the State Architect within one (1) year of execution. This Agreement shall also automatically terminate in the event the Facility is not approved for funding by the State Allocation Board within one (1) year of execution. In such cases, the Parties may amend this Agreement or enter into a new agreement for the same purposes contained herein. After the initial 40-year term of this agreement, either party

may terminate this agreement by providing at least six (6) months written notice prior to the end of each subsequent five (5) year term.

**21. Exclusive Control.** Notwithstanding any other provision in this Agreement, the District shall have the right to assume full control of operations of the Facility, for the community purposes set forth herein, when such control is necessary to preserve the health and safety of its students or faculty, as determined by the District in its sole discretion. The District shall also have the right to assume full control of all operations of the Facility, for the community purposes set forth herein, in the event the Joint Use Partner commits a substantial breach of the terms of this Agreement, and the breach has not been corrected within a reasonable period of time after written notice has been provided by the District. In the event the District assumes exclusive control of the Facility under this section, the District shall take action to reinstate or substitute the Joint Use Partner as soon as practicable so as to fulfill the purposes of this Agreement.

**22. Assignment and Sublease.** This Agreement or any interest of either party herein shall not at any time after the date hereon, without the prior written consent of the other party, be assigned or transferred by the other party. The Parties shall at all times remain liable for the performance of the covenants and conditions to be performed pursuant to this Agreement, notwithstanding any assignment or transfer which may be made.

**23. Operational Contacts.** District and Joint Use Partner shall provide each other with the names and telephone numbers of personnel that are responsible for the day to day operations of programs and facilities. Said list shall be updated as needed based on personnel changes.

**24. Official Representatives.** District and Joint Use Partner shall provide each other with the names and telephone numbers of its official Representative for purposes of this Agreement. Joint Use Partner will provide their staff with name badges and wear them while on District property during their scheduled event.

**25. Notices.** All notices, statements, demands, requests, consents, approvals, authorizations, appointments or designations hereunder by either party to the other shall be in writing and shall be sufficiently given and served upon the other party, if sent by United States registered mail, return receipt requested, postage prepaid and addressed as follows:

**District:** Orcutt Union School District  
Attn: Assistant Superintendent, Business Services  
500 Dyer St.  
Orcutt, Ca 93455

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

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

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

27. **Amendment.** This Agreement, including Exhibits attached hereto, set forth the entire agreement between District and Joint Use Partner, and any modifications must be in the form of a written amendment agreed to by the Parties.

28. **Waiver.** The failure of either party to insist upon strict performance of any of the terms, conditions or covenants in this Agreement shall not be deemed a waiver of any right or remedy for a subsequent breach or default of the terms, conditions or covenants herein contained.

29. **Counterparts.** This Agreement may be executed in two (2) or more counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one in the same Agreement.

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

31. **Entire Agreement.** This Agreement, including the exhibit attached hereto, and the documents herein incorporated by reference constitute the entire agreement between the Parties with respect to the subject matter hereof and supersedes all prior agreements between the Parties with respect to the matters contained in this Agreement.

**IN WITNESS WHEREOF,** the Parties have executed this Agreement as of the date(s) indicated below.

**DISTRICT:**

**JOINT USE PARTNER:**

By: \_\_\_\_\_

By: \_\_\_\_\_

Orcutt Union School District

Boys and Girls Club of Mid Central Coast

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
EIN # for Proof of Non-Profit

## **EXHIBIT (A)**

### **DESCRIPTION OF SITE AND FACILITY**

A gymnasium to be built at Lakeview Junior High School in the County of Santa Barbara, State of California. The gymnasium facilities consist of the gym, a lobby, snack bar, restrooms and storage areas. The gymnasium is approximately 10,640 sq. ft., the ancillary spaces like the lobby, restrooms, snack bar and electrical room are 2,388 sq. ft. for a total of 13,028 sq. ft. The plans for the gymnasium and ancillary buildings are approved by the Division of State Architect. There are architectural plans that the Division of State Architect has reviewed but not yet approved for shower and locker rooms. The shower and locker rooms will be built as soon as funding is available. The current project will include boy's and girl's lockers and changing rooms that will be housed in two (2) modular classrooms until permanent rooms can be built. Attached are site (A-1-2) and elevation (A-1-3) drawings.

The gymnasium at Orcutt Jr. High consists of a basketball court and restrooms.



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Pre-authorization for the Purchase of a District Vehicle.

BACKGROUND: The child nutrition department needs to purchase a delivery van to transport meals to school sites, due to a large increase in the number of meals served. We are working with the District's lead mechanic to identify a suitable vehicle and hope to make the purchase within the next few months. Vehicles such as this can be difficult to find and sometimes we don't have much time to make the decision whether to purchase the vehicle or not, which is why we are seeking pre-authorization.

RECOMMENDATION: Staff recommends that the Board of Trustees approve pre-authorization of \$85,000 for purchase of a delivery van for the Child Nutrition Department, as submitted.

FUNDING: Fund 13





## BUSINESS SERVICES MEMORANDUM

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

**FROM:** Sandra Knight  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** December 13, 2023

**BOARD AGENDA ITEM:** Out of state travel for the Orcutt Union School District's Child Nutrition Coordinator.

**BACKGROUND:** The Child Nutrition Conference (CACFP-Supper) will take place in Orlando, Florida from April 22-26, 2024 and will showcase new school nutrition products, educational sessions, culinary demonstrations, and training for audits and annual reviews. Attendance at the conference will assist with improvements to our supper program, and help to fulfill the requirement for professional development required by the state.

It will cost approximately \$3,000 to attend the conference, which includes, airfare, hotel, registration and meals.

**RECOMMENDATION:** Staff recommends that the Board of Trustees approve the travel to the Child Nutrition Conference in Orlando, Florida in April of 2024, as submitted.

**FUNDING:** Fund 13



(<https://info.cacfp.org/MIC/Login>)



([cacfp.org/conference](https://cacfp.org/conference))



**Register**  
(<https://nationalcacfpsponsorsassociation.growthzoneapp.com/ap/Events/Register/kLxygdMr?mode=Attendee>)

## 52th National CHILD NUTRITION CONFERENCE

April 22-26, 2024

Orlando, Florida

### CACFP · Afterschool Meals · Summer Food

# Schedule of Events

Want to know more about what to expect at the conference? Register for our **Sneak Peek Webinar** (<https://nationalcacfpsponsorsassociation.growthzoneapp.com/ap/Events/Register/kLxygdMr?mode=Attendee>) on Wednesday, January 24 from 2:00 pm - 2:30 pm Eastern.

Registration for the conference includes all **hybrid onsite/virtual sessions**, both live and on-demand, through May 15, 2024.

*Schedule is subject to change. ^ Pre-Registration Required \* By Invitation Only*

All times are listed below are in Eastern Time.

#### Monday, April 22, 2024

	Onsite Sessions	Hybrid Onsite/Virtual Sessions
8:00 am - 12:00 pm	National CACFP Sponsors Association Board Meeting*	
8:00 am - 8:00 pm	Registration & Information Desk Open	
12:30 pm - 1:00 pm	Industry Partner Exclusive* (for NCA Industry Partners Only)	
2:00 pm - 5:00 pm	Preconference Academy^	
2:00 pm - 4:00 pm	USDA Listening Session for State Agencies*	
3:00 pm - 3:30 pm	CACFP Certification Program Overview	<b>CACFP Certification Program Overview (ON DEMAND ONLY)</b>
3:45 pm - 4:15 pm	Navigating the Conference Q&A	<b>Navigating the Virtual Sessions (VIRTUAL ONLY)</b>
4:30 pm - 5:00 pm	Professional Networking Strategies & Tips	<b>Zoom Regional Networking Meeting (VIRTUAL ONLY)</b>
5:00 pm - 6:00 pm	Regional Networking Reception	
6:00 pm - 7:00 pm	President's Reception*	

**Tuesday, April 23, 2024**

	<b>Onsite Sessions</b>	<b>Hybrid Onsite/Virtual Sessions</b>
7:00 am - 6:00 pm	Registration & Information Desk Open	
7:15 am - 7:45 am	CACFP Creditable Tools & Resources	<b>CACFP Creditable Tools &amp; Resources</b>
8:00 am - 9:00 am	SFSP Overview	<b>SFSP Overview</b>
8:00 am - 9:00 am	Group Meetups	
9:00 am - 12:00 pm	Preconference Academy ^	
9:00 am - 1:30 pm	Exhibit Hall Open	
9:15 am - 10:15 am	CACFP Overview	<b>CACFP Overview</b>
9:15 am - 10:15 am	State Agency Collaboration*	
10:30 am - 11:30 am	Mid-Morning Coffee Break in Exhibit Hall	
1:30 - 3:00 pm	General Session	<b>General Session</b>
3:15 pm - 4:15 pm	Featured Speakers	<b>USDA CACFP Policy Update</b>
4:00 pm - 6:00 pm	Exhibit Hall Open	
4:30 pm - 5:30 pm	Welcome Reception in Exhibit Hall	

**Wednesday, April 24, 2024**

	<b>Onsite Sessions</b>	<b>Hybrid Onsite/Virtual Sessions</b>
7:00 am - 5:30 pm	Registration & Information Desk Open	
7:00 am - 8:00 am	Breakfast, Coffee & Conversation	
7:15 am - 7:45 am	Shop Talks	
8:00 am - 9:00 am	Workshops Session One	<b>Onsite/Virtual Workshop Coming Soon</b>
9:15 am - 10:15 am	Workshops Session Two	<b>Onsite/Virtual Workshop Coming Soon</b>
10:30 am - 11:00 am	National CACFP Sponsors Association Annual Meeting*	<b>National CACFP Sponsors Association Annual Meeting*</b>
9:30 am - 1:00 pm	Exhibit Hall Open	
12:00 pm - 12:30 pm	Pizza Party Lunch in Exhibit Hall	
12:30 pm - 1:00 pm	CACFP Professionals' Celebration*	
1:15 pm - 2:15 pm	Workshops Session Three	<b>Onsite/Virtual Session Coming Soon</b>
2:30 pm - 3:30 pm	Workshops Session Four	<b>Onsite/Virtual Session Coming Soon</b>
3:45 pm - 4:45 pm	Workshops Session Five	<b>Onsite/Virtual Workshop Coming Soon</b>
5:00 pm - 5:30 pm	Shop Talks	
5:00 pm - 6:00 pm	Bingo!	

**Thursday, April 25, 2024**

	<b>Onsite Sessions</b>	<b>Hybrid Onsite/Virtual Sessions</b>
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6:00 am - 7:00 am	5K Fun Run/Walk^	
7:00 am - 5:30 pm	Registration & Information Desk Open	
7:00 am - 8:00 am	Breakfast, Coffee & Conversation	
7:15 am - 7:45 am	Shop Talks	
8:00 am - 9:00 am	Workshops Session Six	<b>Onsite/Virtual Workshop Coming Soon</b>
9:15 am - 10:15 am	Workshops Session Seven	<b>Onsite/Virtual Workshop Coming Soon</b>
10:30 am - 11:30 am	Workshops Session Eight	<b>Onsite/Virtual Workshop Coming Soon</b>
11:30 am - 1:00 pm	Buffet Lunch	
1:15 pm - 2:15 pm	Workshops Session Nine	<b>Onsite/Virtual Session Coming Soon</b>
2:30 pm - 3:30 pm	Workshops Session Ten	<b>Onsite/Virtual Session Coming Soon</b>
3:45 pm - 4:45 pm	Featured Speakers	<b>USDA SFSP Policy Update</b>
5:00 pm - 5:30 pm	Shop Talks	

**Friday, April 26, 2024**

	<b>Onsite Sessions</b>	<b>Hybrid Onsite/Virtual Sessions</b>
8:00 am - 9:00 am	Rising Leaders Coffee Hour	
8:00 am - 10:00 am	Postconference Academy^	
8:30 am - 11:00 am	Learning Excursion^	
9:15 am - 10:15 am	CACFP Meal Pattern Exceptions	
9:30 am - 12:00 pm	Learning Excursion^	
10:30 am - 11:30 am	More About CACFP: Ask Us Anything!	
10:30 am - 12:30 pm	Postconference Academy^	
11:00 am - 1:30 pm	Learning Excursion^	
11:45 am - 12:30 pm	CACFP Professional Certification Q&A	

*Thank you to our...*

## Partners



(<https://www.usda.gov/>)



(<https://www.fns.usda.gov/tn>)



## BUSINESS SERVICES MEMORANDUM

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

**FROM:** Sandra Knight  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** December 13, 2023

**BOARD AGENDA ITEM:** Cooperative Purchasing Agreement Authorization for the purchase of a school bus

**BACKGROUND:** The District had the opportunity to purchase an electric bus utilizing a Clean Air Grant from The Santa Barbara County Air Pollution Control District and another grant from Central Coast Community Energy. This allowed us to acquire a new bus and replace one of our current diesel buses at minimal cost to the District. The bus was originally ordered over one year ago from another vendor, and that purchase was approved by the Board on February 23, 2022. Late last spring, there were issues with delivery from that vendor and we ordered the bus from Creative Bus Sales instead.

The District has purchased an IC Bus Model CE School Bus, seventy-two (72) passenger bus from Creative Bus Sales, using a Cooperative Purchasing Agreement bid #2122-SC11-01 (South County Support Services Agency) valid through November 3, 2024, and accepts the pricing from Creative Bus Sales for \$392,200.

**RECOMMENDATION:** Staff recommends approval of the Cooperative Purchasing Agreement Bid #2122-SC11-01 authorization for the purchase of an IC Bus Model CE School Bus, seventy-two (72) passenger bus from Creative Bus Sales as it is in the best interest of the District.

**FUNDING:** The fiscal impact will be on the General Fund in the approximate amount of \$2,886.

**NOTICE TO BIDDERS**  
**BID #2122-SC11-01**

NOTICE IS HEREBY GIVEN THAT the South County Support Services Agency (hereinafter referred to as "Owner") County of Fresno, State of California, will receive seal bids prior to the date and time stated for the Bid Opening for:

Public Transportation Equipment

As per specification and contract documents which may now be obtained from Owner:

South County Support Services Agency  
16644 South Elm Avenue  
Caruthers, California 93609

All bids must conform and be responsive to the contract documents. Bid and appropriate documents can be obtained in person at the Business Office between 9:00am and 2:00pm, Monday through Friday or via email by submitting request to [accounting@southwestjpa.org](mailto:accounting@southwestjpa.org)

Bids will be sealed and filed in the office of Agency Director:

South County Support Services Agency  
16644 South Elm Avenue  
Caruthers, California 93609

On October 27, 2021 before 8:00 A.M. on the clock designated by the Owner or its representative as the bid clock. Facsimile (FAX) copies of the bid will not be accepted.

Bids will be opened on October 27, 2021, at South County Support Services Agency 16644 South Elm Avenue, Caruthers, Ca. 93609 at 8:00 A.M., as calculated by the clock designated by the Owner or its representative as the bid clock.

Bids must be accompanied by a bidder's bond, cashier's check, or certified check for at least ten percent (10%) of the amount of the base bid and made payable to the Owner. If a bid bond is used, it must be issued by an Admitted Surety (an insurance organization authorized by the Insurance Commissioner to transact surety insurance in the State of California during this calendar year), which shall be given as a guarantee that the bidder will enter into a Contract if awarded the Work and will be declared forfeited, paid to, or retained by the Owner as liquidated damages if the bidder refuses or neglects to enter into the Contract provided by the Owner after being requested to do so. The surety insurer must, unless otherwise agreed to by Owner in writing, at the time of issuance of the bond, have a rating not lower than "A-" as rated by A.M. Best Company, Inc or other independent rating companies. Owner reserves the right to approve or reject the surety insurer selected by Contractor and to require Contractor to obtain a bond from a surety insurer satisfactory to the Owner.

Owner may purchase one or more School Bus(s), vans, vehicles. This is an indefinite quantity bid. All public school districts in all Counties in the State of California may purchase identical items at the same unit price under the terms and conditions of the Contract and pursuant to Public Contract code section 20118, as amended by Chapter 730 of the Statutes of 2008 (A.B. 1967) for 365 days following the date of the award of this Contract. At 5 p.m. PST on that date the ability to piggyback on this Contract shall terminate. However, prior to that original expiration date, and the expiration of any authorized extensions, Owner may extend the term of the Contract in writing. The original term and all extension shall not exceed five years from the Award of the Contract.

The governing Board of Directors of the South County Support Services Agency reserves the right to reject any and all bids received in whole or part, to waive any irregularities in the bids or bidding, and to be the sole judges of suitability of products offered.

Unless otherwise required by law, no bidder may withdraw its bid for a period of 30 days after the date set for the opening thereof or any authorized postponement thereof. The Owner reserves the right to take more than 30 days to make a decision regarding the rejection of bids or the award of the Contract.

SIGNED

Gary Geringer  
South County Support Services Agency

Publication Dates:  
October 6, 13, 20, 2021

## **AGREEMENT BETWEEN OWNER AND VENDOR**

### **BID #2122-SC11-01**

This Agreement effective November 3, 2021, by and between South County Support Services Agency, Fresno County, California, hereinafter called the "Owner" and Creative Bus Sales, hereinafter called the "Vendor".

**WITNESSETH:** That the Vendor and the Owner for the consideration hereinafter named agree as follows:

**ARTICLE I. SCOPE.** The Vendor agrees to supply and deliver Pupil Transportation Equipment free from any and all liens and claims, all in strict compliance with the drawings and specifications therefore and other Contract documents relating thereto. Any Pupil Transportation Equipment ordered after the initial order will require only a purchase order from Owner to Vendor, which purchase order shall modify this Agreement.

**ARTICLE II. CONTRACT.** The Vendor and the Owner agree that the following documents constitute the Contract: Notice to Bidders, Instructions to Bidder's, Bid Form, Bid Bond, Agreement between Owner and Vendor, Drawings, Specifications, addenda issued prior to bid, and other documents referred to in this Agreement. The Contract documents are complementary and each obligation of the Vendor in any one shall be binding as if specified in all.

**ARTICLE III. TIME TO DELIVER AND WRITTEN ACCEPTANCE.** Time is of the essence in this Contract, and the time of delivery shall be within 120 days after full execution of this Agreement or Owner's forwarding a purchase order for additional Pupil Transportation Equipment to Vendor, whichever is applicable; provided however that delivery shall be deemed completed only upon Owner's written acceptance of the Pupil Transportation Equipment.

If the Vendor becomes liable under this section, the Owner, in addition to all other remedies provided by law, shall have the right to withhold payment, and to collect the interest thereon, which would otherwise be or become due the Vendor until the liability of the Vendor under this section has been finally determined. If the withheld amount is not sufficient to discharge all liabilities of the Vendor incurred under this Article, the Vendor shall continue to remain liable to the Owner for such liabilities until all such liabilities are satisfied in full.

**ARTICLE IV. PAYMENT.** The Owner agrees to pay the Vendor in current funds for the performance of the Contract the full amount due within 30 days after the later of the delivery of the Pupil Transportation Equipment, which is not deemed to be completed until Owner accepts the Pupil Transportation Equipment in writing, and Vendor's submission of a satisfactory invoice.

**ARTICLE V. TERMINATION.** Owner reserves the right to terminate the Contract if Vendor fails to carry out any obligation, term, or condition of the Contract. Owner shall give 10 days written notice to Vendor to cure a default. If Vendor fails to cure within that time period to Owner's satisfaction, Owner may terminate the Contract.

**ARTICLE VI. INSPECTION.** Pupil Transportation Equipment must conform to the specifications and other Contract documents and may be subject to Owner's inspection and written acceptance.

If another public school district desires to purchase Pupil Transportation Equipment pursuant to Article X of this Agreement, the Vendor shall pay Owner an Agency fee of forty-five hundredths (.45%) for each Pupil Transportation Equipment ordered/purchased.

**ARTICLE VII. WARRANTY.** Vendor warrants that the Pupil Transportation Equipment will be free from all defects of materials and workmanship and shall be fit and sufficient for the purposes intended. Vendor shall replace defective materials and workmanship at no cost to Owner.

**ARTICLE VIII. OPERATIONS AND MAINTENANCE MANUALS.** Vendor shall provide Owner with operations and maintenance manuals with delivery of Pupil Transportation Equipment to Owner.

**ARTICLE IX. INDEMNIFICATION AND RISK OF LOSS.** The Vendor will defend, indemnify and hold harmless the Owner, its governing board, officers, agents, trustees, and employees against and from any and all liability for damages on account of injury to or death of persons or damage to property resulting from or arising out of or in any way connected with the performance by the Vendor of the Contract or for any infringement of any patent rights, copyright or trademark of any person or persons in consequence of the use by Owner of the Pupil Transportation Equipment provided pursuant to the Contract and reimburse the Owner for all costs, attorney's fees, expenses and loss incurred by it in consequence of any claims, demands, and causes of action which may be brought against Owner arising out of the performance by the Vendor of the Contract. This indemnification shall be in addition to any other indemnification provisions contained in the Contract.

Ownership and risk of loss of the Pupil Transportation Equipment shall not transfer to Owner until Owner has paid the full price for the Pupil Transportation Equipment and received in return signed and executed DMV documentation. Until transfer of ownership occurs, Vendor shall maintain sufficient liability insurance to insure against loss, damage, destruction, injury or death that may result while the Pupil Transportation Equipment is, among other things, being manufactured, transported, delivered, inspected and accepted. Ownership and risk of loss do not transfer to Owner if the Pupil Transportation Equipment is delivered pursuant to Article VI and Article X, and Vendor shall maintain sufficient liability insurance to insure against loss, damage, destruction, injury or death that may result removed by Vendor or the other public school district from South County Support Services Agency.

**ARTICLE X. PIGGYBACK CLAUSE.**

A. All public school districts in all Counties in the State of California ("Other Agency (ies)") may lease or purchase Pupil Transportation Equipment at the same price under the terms and conditions of this Contract and Public Contract Code section 20118, as amended by Chapter 730 of the Statutes of 2006 ("A.B. 1967") for 365 days following the date of the award of this Contract. Vendor shall promptly inform Owner in writing of all agreements by contract, lease, requisition, or purchase order for leases purchases authorized by Other Agencies under the terms and conditions of this Contract and Public Contract Code section 20118, as amended by A.B. 1976. Vendor shall provide for final delivery of Pupil Transportation Equipment to Other Agency and shall ensure that Pupil Transportation Equipment is accepted. Owner maintains the right to cancel the provisions of Article X at any time without cause.

B. All documents, warrants or checks shall be delivered to the successful bidder.



C. Contract prices and terms for piggyback purposes remain firm for 365 days following the date of award of this Contract. At 5 p.m. PST on that date the ability to piggyback on this Contract shall terminate. However, prior to that original expiration date, and the expiration of any authorized extensions, Owner may extend the term of the Contract in writing. The original term and all extensions shall not exceed five years from the date of the award of this Contract.

D. Owner makes no representation that the use of this Contract by any Other Agency is, in fact authorized by law. Vendor and Other Agency should seek their own independent legal determination as to the lawfulness of this Contract.

**ARTICLE XI. ENTIRE AGREEMENT.** The Contract constitutes the entire agreement between the parties, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Contract to Vendor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of parties' agreement pursuant to Code of Civil Procedure section 1856.

**ARTICLE XII. EXECUTION OF OTHER DOCUMENTS.** The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Contract.

**ARTICLE XIII. EXECUTION IN COUNTERPARTS.** This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

**ARTICLE XIV. BINDING EFFECT.** Vendor, by execution of Agreement, acknowledges that Vendor has read this Agreement and the other Contract documents, understands them, and agrees to be bound by their terms and conditions. The Contract shall inure to the benefit of and shall be binding upon the Vendor and the Owner and their respective successors and assigns.

**ARTICLE XV. SEVERABILITY.** If any provision of the Contract shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

**ARTICLE XVI. AMENDMENTS.** The term of the Contract shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by the parties and approved or ratified by Owner's Board.

**ARTICLE XVII. ASSIGNMENT OF CONTRACT.** The Vendor shall not assign or transfer by operation of law or otherwise any or all of its right, burdens, duties or obligations without the prior written consent of the Owner.

**ARTICLE XVIII. SAFETY REGULATIONS.** Pupil Transportation Equipment shall comply with all applicable safety ordinances, regulations, and statutes.

**ARTICLE XIX. LAW AND VENUE.** The Contract shall be governed by and construed in accordance with the laws of the State of California. The parties also agree that, in the event of litigation, venue shall be in the proper state court located in Fresno County, California.

**ARTICLE XX. WRITTEN NOTICE.** Witten notice shall be deemed to have been duly served if delivered in person to the individual or member of the firm or to an office of the corporation for whom it was intended, or if delivered at or sent by registered or overnight mail to the last business address known to the person who gives the notice.

**ARTICLE XXI. NO WAIVER.** No action of failure to act by the Owner shall constitute a waiver of a right or duty afforded it under the Contract, nor shall such action or failure to act constitute approval of or acquiescence in a breach thereunder, except as may be specifically agreed to in writing.

Vendor:

Creative Bus Sales

14740 Ramona Ave.

Chino, CA 91710

  
\_\_\_\_\_  
Signature

Marcus Hoffman

Signed by

Owner:

South County Support Services Agency

16644 S. Elm Ave.

Caruthers, CA 93609

  
\_\_\_\_\_  
Signature

Gary Geringer

Signed by

**NOTE:** Vendor must give the full business address of the Vendor and sign with Vendor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president, or any vice president, and then followed by a second signature by the secretary, assistant secretary, and the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

\*\*\* Proof of Publication \*\*\*

The Sentinel  
SM California News Media Inc.  
P.O. Box 9  
Hanford, CA 93232  
Phone 559-582-0471 <+1-559-582-0471>  
billing@hanfordsentinel.com

SOUTHWEST TRANSPORTATION AGENC  
16644 SOUTH ELM AVENUE  
CARUTHERS CA 93609  
USA

ORDER NUMBER 48328

Publication- The Hanford Sentinel

State of California

County of Kings

I am a citizen of the United States and a resident of the county foresaid; I am over the age of eighteen years, and not a part to or interested in the above entitled matter, I am the principal clerk of The Hanford Sentinel, a newspaper of general circulation, printed and published daily in the city of Hanford, County of Kings, and which newspaper has been adjudged a newspaper of general circulation by the superior court of the County of Kings, State of California, under the date of October 23, 1951, case number 11623.

That I know from my own personal knowledge the notice, of which the annexed is a printed copy (set in type not smaller than nonpareil), has been published in each regular and entire issue of said newspapers and not in any supplement thereof on the following dates, to wit:

Section: Legals  
Category: 201 Public Notices  
PUBLISHED ON: 10/06/2021 10/13/2021 10/20/2021

TOTAL AD COST: 701.85  
FILED ON: 10/20/2021

I certify (or declare) under penalty of perjury that the foregoing is true and correct.

Dated at Kings County, California

This Day 20th of OCTOBER, 2021

Signature [Handwritten Signature]

RECEIVED OCT 28 2021

Ad text : AD# 48328

**NOTICE TO BIDDERS  
BID #2122-SC11-01**

NOTICE IS HEREBY GIVEN THAT the South County Support Services Agency (hereinafter referred to as "Owner") County of Fresno, State of California, will receive seal bids prior to the date and time stated for the Bid Opening for:

Public Transportation Equipment  
As per specification and contract documents which may now be obtained from Owner:

South County Support Services Agency  
16644 South Elm Avenue  
Caruthers, California 93609

All bids must conform and be responsive to the contract documents. Bid and appropriate documents can be obtained in person at the Business Office between 9:00 A.M. and 2:00 P.M. Monday through Friday or via email by submitting request to:

[accounting@southwestjpa.org](mailto:accounting@southwestjpa.org)

Bids will be sealed and filed in the office of Agency Director:  
South County Support Services Agency  
16644 South Elm Avenue  
Caruthers, California 93609

On October 27, 2021 before 8:00 A.M. on the clock designated by the Owner or its representative as the bid clock. Facsimile (FAX) copies of the bids will not be accepted.

Bids will be opened on October 27, 2021, at South County Support Services Agency 16644 South Elm Avenue, Caruthers, Ca. 93609 at 8:00 A.M., as calculated by the clock designated by the Owner or its representative as the bid clock.

Bids must be accompanied by a bidders bond, cashiers check, or certified check for at least ten percent (10%) of the amount of the base bid and made payable to the Owner. If a bid bond is used, it must be issued by an Admitted Surety (an insurance organization authorized by the Insurance Commissioner to transact surety insurance in the State of California during this calendar year), which shall be given as a guarantee that the bidder will enter into a Contract if awarded the Work and will be declared forfeited, paid to, or retained by the Owner as liquidated damages if the bidder refuses or neglects to enter into the Contract provided by the Owner after being requested to do so. The surety insurer must, unless otherwise agreed to by Owner in writing, at the time of issuance of the bond, have a rating not lower than "A"- as rated by A.M. Best Company, or other independent rating companies. Owner reserves the right to approve or reject the surety insurer selected by Contractor and to require Contractor to obtain a bond from a surety insurer satisfactory to the Owner.

Owner may purchase one or more school bus(es), vans, vehicles. This is an indefinite quantity bid. All public school districts in all Counties in the State of California may purchase identical items at the same unit price under the terms and conditions of the Contract and pursuant to Public Contract Code Section 20118, as amended by Chapter 730 of the Statutes of 2008 (A.B. 1967) for 365 days following the date of the award of this Contract. At 5 P.M. PST on that date the ability to piggyback on this Contract shall terminate. However, prior

RECEIVED OCT 22 2021

to that original expiration date, and the expiration of any authorized extensions, Owner may extend the term of the Contract in writing. The original term and all extension shall not exceed five years from the Award of the Contract.

The governing Board of Directors of the South County Support Services Agency reserves the right to reject any and all bids received in whole or part, to waive any irregularities in the bids or bidding, and to be the sole judges of suitability of products offered.

Unless otherwise required by law, no bidder may withdraw its bid for a period of 30 days after the date set for the opening thereof or any authorized postponement thereof. The Owner reserves the right to take more than 30 days to make a decision regarding the rejection of bids of the Award of the Contract.

**SIGNED**

Gary Geringer  
South County Support Services Agency  
Publication Dates: October 6, 13, 20, 2021



Bond No. Bid

KNOW ALL MEN BY THESE PRESENTS, that we, Creative Bus Sales, Inc.

as principal, and the GREAT AMERICAN INSURANCE COMPANY, a corporation existing under the laws of the State of Ohio, having its Administrative Office at 301 E. Fourth Street, Cincinnati, Ohio 45202, as surety, are held and firmly bound unto South County Support Services Agency

as obligee, in the penal sum of One Hundred Sixty-One Thousand Two Hundred Fourteen and 80/100's

Dollars (\$161,214.80), lawful money of the United States of America, for the payment of which, well and truly to be made, we bind ourselves, our heirs, executors, administrator, successors and assigns, Jointly and severally, firmly by these presents.

SIGNED, sealed and dated this 19th day of October, 2021.

WHEREAS, the said principal Creative Bus Sales, Inc.

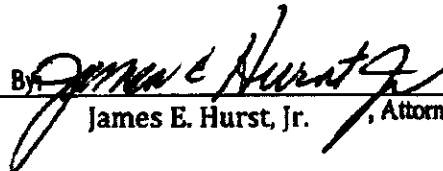
herewith submitting a proposal for BID # 2122-SC11-01

NOW, THEREFORE, the condition of this obligation is such that, if the said principal shall be awarded the said contract, and shall within Sixty ( 60 ) days after receiving notice of such award enter into a contract and give bond for the faithful performance of the contract, then this obligation shall be null and void otherwise the principal and surety will pay unto the obligee the difference in money between the amount of the principal's bid and the amount for which the obligee may legally contract with another party to perform the work, if the latter amount be in excess of the former; but in no event shall the liability hereunder exceed the penal sum hereof.

Creative Bus Sales, Inc.

  
Principal

GREAT AMERICAN INSURANCE COMPANY

By   
James E. Hurst, Jr., Attorney-in-Fact



## Surety Bond Seal Addendum

### Great American Insurance Company of New York


During the COVID-19 pandemic, use of traditional seals has been made impractical due to government stay-at-home orders and social distancing guidelines. As a result, Great American Insurance Company of New York ("Great American") has authorized its Attorneys-in-Fact to affix Great American's corporate seal to any bond executed on behalf of Great American by any such Attorney-in-Fact by attaching this Addendum to said bond.

To the extent this Addendum is attached to a bond that is executed on behalf of Great American by its Attorney-in-Fact, Great American agrees that the seal below shall be deemed affixed to said bond to the same extent as if its raised corporate seal were physically affixed to the face of the bond.

Dated this 24th day of March, 2020.

Great American Insurance Company of New York



By 

**Stephen C. Beraha, Assistant Vice President**

**GREAT AMERICAN INSURANCE COMPANY®**

Administrative Office: 301 E 4TH STREET • CINCINNATI, OHIO 45202 • 513-389-5000 • FAX 513-723-2740

The number of persons authorized by this power of attorney is not more than **THREE**

No. 0 14926

**POWER OF ATTORNEY**

**KNOW ALL MEN BY THESE PRESENTS:** That the GREAT AMERICAN INSURANCE COMPANY, a corporation organized and existing under and by virtue of the laws of the State of Ohio, does hereby nominate, constitute and appoint the person or persons named below, each individually if more than one is named, its true and lawful attorney-in-fact, for it and in its name, place and stead to execute on behalf of the said Company, as surety, any and all bonds, undertakings and contracts of suretyship, or other written obligations in the nature thereof; provided that the liability of the said Company on any such bond, undertaking or contract of suretyship executed under this authority shall not exceed the limit stated below.

Name	Address	Limit of Power
MATTHEW F. SCHAFNITZ	ALL OF	ALL
JAMES E. HURST, JR.	LAGUNA NIGUEL,	\$100,000,000.00
VICTORIA M. RIEDL	CALIFORNIA	

This Power of Attorney revokes all previous powers issued on behalf of the attorney(s)-in-fact named above.

IN WITNESS WHEREOF the GREAT AMERICAN INSURANCE COMPANY has caused these presents to be signed and attested by its appropriate officers and its corporate seal hereto affixed this **2ND** day of **APRIL**, 2020

Attest

GREAT AMERICAN INSURANCE COMPANY



*Matthew C. B...*

Assistant Secretary

*Mark V. Vicario*

Divisional Senior Vice President

MARK VICARIO (877-577-2405)

STATE OF OHIO, COUNTY OF HAMILTON - ss:

On this **2ND** day of **APRIL**, 2020, before me personally appeared MARK VICARIO, to me known, being duly sworn, deposes and says that he resides in Cincinnati, Ohio, that he is a Divisional Senior Vice President of the Board Division of Great American Insurance Company, the Company described in and which executed the above instrument; that he knows the seal of the said Company; that the seal affixed to the said instrument is such corporate seal; that it was so affixed by authority of his office under the By-Laws of said Company, and that he signed his name thereto by like authority.



SUSAN A. KOHORST  
Notary Public  
State of Ohio  
My Comm. Expires  
May 18, 2025

*Susan A. Kohorst*

This Power of Attorney is granted by authority of the following resolutions adopted by the Board of Directors of Great American Insurance Company by unanimous written consent dated June 9, 2008.

**RESOLVED:** That the Divisional President, the several Divisional Senior Vice Presidents, Divisional Vice Presidents and Divisional Assistant Vice Presidents, or any one of them, be and hereby is authorized, from time to time, to appoint one or more Attorneys-in-Fact to execute on behalf of the Company, as surety, any and all bonds, undertakings and contracts of suretyship, or other written obligations in the nature thereof; to prescribe their respective duties and the respective limits of their authority; and to revoke any such appointment at any time.

**RESOLVED FURTHER:** That the Company seal and the signature of any of the aforesaid officers and any Secretary or Assistant Secretary of the Company may be affixed by facsimile to any power of attorney or certificate of either given for the execution of any bond, undertaking, contract of suretyship, or other written obligation in the nature thereof, such signature and seal when so used being hereby adopted by the Company as the original signature of such officer and the original seal of the Company, to be valid and binding upon the Company with the same force and effect as though manually affixed.

**CERTIFICATION**

I, STEPHEN C. BERAHA, Assistant Secretary of Great American Insurance Company, do hereby certify that the foregoing Power of Attorney and the Resolutions of the Board of Directors of June 9, 2008 have not been revoked and are now in full force and effect.

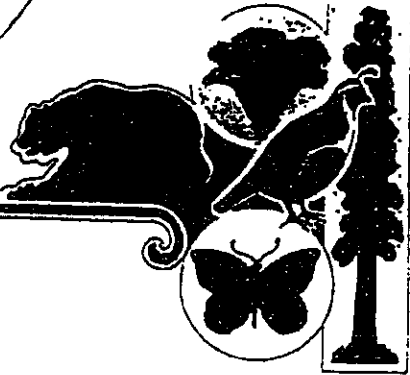
Signed and sealed this **19th** day of **October**, 2021



*Matthew C. B...*

Assistant Secretary





# State of California

OFFICE OF THE SECRETARY OF STATE



## CERTIFICATE OF STATUS DOMESTIC CORPORATION

I, MARCH FONG EU, *Secretary of State of the State of California*, hereby certify:

That on the 4TH day of January, 1990,

CREATIVE BUS SALES, INC.

*became incorporated under the laws of the State of California by filing its Articles of Incorporation in this office; and*

*That no record exists in this office of a certificate of dissolution of said corporation nor of a court order declaring dissolution thereof, nor of a merger or consolidation which terminated its existence; and*

*That said corporation's corporate powers, rights and privileges are not suspended on the records of this office; and*

*That according to the records of this office, the said corporation is authorized to exercise all its corporate powers, rights and privileges and is in good legal standing in the State of California; and*

*That no information is available in this office on the financial condition, business activity or practices of this corporation.*



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this 19th day of January, 1990

*March Fong Eu*

Secretary of State

1650311

ARTICLES OF INCORPORATION  
OF  
CREATIVE BUS SALES, INC.

FILED *B1*  
In the office of the Secretary of State  
of the State of California

JAN 4 1990

*March Fong Eu*  
MARCH FONG EU, Secretary of State

FIRST: That the name of the corporation is:  
CREATIVE BUS SALES, INC.

SECOND: The purpose of this corporation is to engage in any lawful act or activity for which a corporation may be organized under the General Corporation Law of California other than the banking business, the trust company business or the practice of a profession permitted to be incorporated by the California Corporations Code. The specific purpose of this corporation is to engage in the selling, leasing and servicing of buses and motor coaches.

THIRD: The name of this corporation's initial agent for service of process in the State of California is:

C T Corporation System

FOURTH: This corporation is authorized to issue only one class or shares of stock; and the total number of shares which this corporation is authorized to issue is One Thousand (1,000) shares without par value.

IN WITNESS WHEREOF, the undersigned has executed these Articles this 29th day of December, 1989.

*Richard D. Bird*  
Richard D. Bird, Incorporator

A0574792

1656311 SURV

**FILED**  
In the Office of the Secretary of State  
of the State of California

JAN 01 2002 RCS

*B. Jones*  
BILL JONES, Secretary of State

CERTIFICATE OF OWNERSHIP  
AM ACQUISITION CORPORATION

Anthony Matijevich, Jr. and Victoria E. Matijevich certify that:

1. They are the duly elected and acting President and Secretary, respectively, of AM ACQUISITION CORPORATION, a California corporation (this "Corporation").

2. This Corporation owns all of the outstanding shares of CREATIVE BUS SALES, INC. a California corporation (the "Subsidiary").

3. The board of directors of this Corporation duly adopted and approved the following resolution:

RESOLVED, that this Corporation merge with and into the Subsidiary (with this Corporation as the disappearing corporation and the Subsidiary as the surviving corporation), and that the Subsidiary assume all remaining obligations of this Corporation pursuant to Section 1110 of the California General Corporation Law.

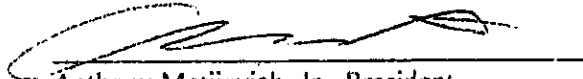
4. The merger of this Corporation with and into the Subsidiary is to be effective as of January 1, 2002.

5. The outstanding shares of this Corporation shall be converted pro rata into shares of the Subsidiary.

6. The board of directors of the Subsidiary has duly adopted and approved the merger of this Corporation with an into the Subsidiary pursuant to a plan of merger.

They further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Date: December 6, 2001

  
Anthony Matijevich, Jr., President

Date: December 6, 2001

  
Victoria E. Matijevich, Secretary



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

DEC 20 2011

Date: \_\_\_\_\_

*Debra Bowen*  
DEBRA BOWEN, Secretary of State



**Creative Bus Sales**  
 THE NATION'S LARGEST BUS DEALER SINCE 1980

## Certificate of Authority

South County Support Services Agency

Re: Bid 2122-SC-11-01

To Whom It May Concern,

I, individually and on behalf of Creative Bus Sales, do by my signature below, certify that:

Creative Bus Sales is a corporation duly organized and existing under laws of California;  
 I am the president, and officer of Creative Bus Sales, authorized to sign on it's behalf, and Marcus Hoffman, Bid Manager, is an officer of Creative Bus Sales authorized to make, execute and approve, on behalf of this Company, any and all contracts, or amendments thereof, entered into by and between Creative Bus Sales and South County Support Services Agency.

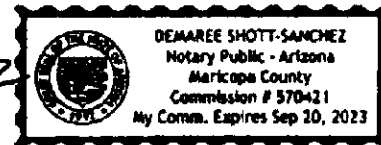
In witness whereof, I hereby set my hand this 25<sup>th</sup> day of October, 2021.

**Tony Matijevich | President**  
 Creative Bus Sales, Inc.  
 909.465.5528  
[TonyM@CreativeBusSales.com](mailto:TonyM@CreativeBusSales.com)

Executed on the 25 day of October, 2021

Notary Signature: Demaree Shott-Sanchez

Commission Expires: Sep 20, 2023



# BID FORM

**BID # 2122-SC-11-01**

DATE: October 25, 2021

SOUTH COUNTY SUPPORT SERVICES AGENCY

WE RESPECTFULLY SUBMIT FOR YOUR CONSIDERATION OUR BID TO SUPPLY AND DELIVER PUPIL TRANSPORTATION EQUIPMENT AS FOLLOWS:

CHASSIS:	<u>IC Bus</u>	MODEL:	<u>CE2308</u>
MAKE:	<u>IC Bus</u>	YEAR OF MANUFACTURE:	<u>2020 or newer</u>
WHEELBASE:	<u>193" WB</u>	ENGINE:	<u>Power Solutions Int</u> HP: <u>265 HP</u>
BODY MAKE	<u>IC Bus</u>	MODEL:	<u>CE2308</u> CAPACITY: <u>35 passengers</u>
TRANSMISSION:	<u>Automatic</u>		<u>35</u> AMBULATORY <u>0</u> WHEELCHAIR

CASH PURCHASE PRICE:	<u>\$ 141,500.00</u>
STATE SALES TAX:	<u>\$ 9,709.36 (7.975%)</u>
2007 CA TIRE TAX:	<u>\$ 10.50</u>
TOTAL BID:	<u>\$ 151,220.06</u>
Escalator for each subsequent year: [Owner to fill in]	<u>Up to 5%</u>

I/WE HAVE EXAMINED THE DETAILED MINIMUM SPECIFICATIONS AND GUARANTEE THIS BID TO BE IN ACCORDANCE THEREWITH. THE ABOVE PRICE INCLUDES ALL DEALER PREP, PRE-DELIVERY SERVICE, NECESSARY LETTERING, F.O.B. DELIVERY, AND DOCUMENTATION FEE.

If written Notice of Award of Contract is mailed, faxed, or delivered to the undersigned at any time before this bid is withdrawn, the undersigned shall, within ten (10) days after the date of such mailing, faxing, or delivering of such notice, execute and deliver an agreement in the form of Agreement present in the Contract documents in accordance with the specifications and bid as accepted.

The undersigned hereby designates as the office to which such Notice of Award of Contract may be mailed, faxed, or delivered:

Creative Bus Sales, 14740 Ramona Ave, Chino Ca 91710

O: 909.465.5528; F: 909.465.5529; jasonh@creativebussales.com

Circular letters, bulletins, addenda, etc., bound with the specifications or issued during the time of bidding are included in the bid, and, in completing the Contract, they are to become a part thereof.

The receipt of the following addenda to the specifications is acknowledged:

Addendum No. \_\_\_\_\_ Date \_\_\_\_\_ Addendum No. \_\_\_\_\_ Date \_\_\_\_\_

Addendum No. \_\_\_\_\_ Date \_\_\_\_\_ Addendum No. \_\_\_\_\_ Date \_\_\_\_\_

Addendum No. \_\_\_\_\_ Date \_\_\_\_\_ Addendum No. \_\_\_\_\_ Date \_\_\_\_\_

This bid may be withdrawn at any time prior to the scheduled time for the opening of bids or any authorized postponement thereof.

**NOTE:** Each bid must give the full business address of the bidder and be signed by bidder with bidder's usual signature. Bids by partnerships must furnish the full name of all partners and must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Bids by corporations must be signed with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

The undersigned declares under penalty of perjury under the laws of the State of California that the representations made in this bid are true and correct.

Print or Type Name Marcus Hoffman

Title Bid Manager

Name of Company Creative Bus Sales, Inc.

Business Address 14740 Ramona Avenue, Chino, CA 91710

Telephone Number (800) 326-2877

State of Incorporation, if Applicable California

(x) Evidence of authority to bind corporation is attached.

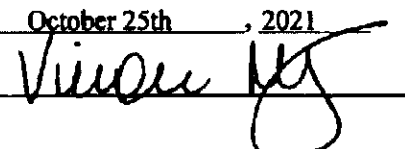
Dated: October 25th, 2021

Signed 

Additional Signature Lines if Applicable:

Print or Type Name Victoria Matijevich  
Title Secretary

Name of Company Creative Bus Sales, Inc.  
Business Address 14740 Ramona Avenue, Chino, CA 91710  
Telephone Number (800) 326-2877

Dated: October 25th, 2021  
Signed 

## SPECIFICATIONS

### Bid # 2122-SC11-01(C)

**School Bus Bid**

The school bus furnished shall comply with all current State of California and Federal Motor Vehicle Safety Standards in effect at time of manufacture. Additionally, the South County Support Service Agency (SCSSA) is requiring the following supplementary specifications. Under specifications furnished, fill in all spaces. Indicate compliance with "Comply" or explain equivalents or exceptions in the space provided. Equivalency of any exceptions to the items requested will be solely at the discretion of the SCSSA.

Prior to delivery, the bus shall be prepared for inspection and certification for operation by the California Highway Patrol. SCSSA will not accept a bus that is not prepared for inspection and certification.

Vehicle shall be delivered within 180 days from the date of order, F.O.B. Destination to SCSSA.

Minimum Specifications Required	Specifications furnished
<p>New school bus capable of transporting up to 35 passengers in a proper and safe manner.</p> <p>Acceptable manufacturers include Blue Bird, IC Corp and Thomas Built.</p> <p>Bidder must be a valid franchised dealer in the State of California for the unit(s) bid.</p> <p>Bus must be new with transportation miles only.</p> <p>No alternative bids will be accepted.</p>	<p>Year: 2020 or newer</p> <p>Manufacturer: IC Bus</p> <p>Model: CE</p> <p>Capacity: 35 Passenger variable three wheelchair positions</p>
<p><b>Vehicle Dimensions</b></p> <p>G.V.W.R.: Up to 27,500 lbs.</p> <p>Wheelbase: Up to 199"</p> <p>Maximum overall length: Up to 30'</p> <p>Maximum overall width: 8'</p> <p>Maximum overall height: 11'</p> <p>Minimum headroom: 77"</p>	<p>G.V.W.R.: 25,500 lbs.</p> <p>Wheelbase: 193"</p> <p>Overall length: 30'</p> <p>Overall width: 8'</p> <p>Overall height: 11'</p> <p>Headroom: 78"</p>



**Chassis Specifications**

Item	Minimum Specifications Required	Specifications furnished
Accelerator Controls	Accelerator to be electrically operated and shall include a dash-mounted fast idle switch which automatically disengages when the transmission is shifted from neutral.	Comply
Air Cleaner	Shall be a single-stage air cleaner, with replacement element. Shall be mounted with in the body and accessed by a door. Air restriction indicator to show when the element needs to be changed.	Comply
Alternator	Shall be 12-volt of not less than 320 amps and provide at least 50% of the rated charge at engine idle.	Comply
Axle, Front	Shall be heavy-duty "I" beam design. Minimum 10,000 lb. axle capacity with greaseable tie rod ends.	Comply
Axle, Rear	Shall be a full-floating type and have a minimum gross weight capacity of 17,500 lbs.	Comply
Batteries	Shall be a minimum of three 12-volt Group 31 batteries. Provide a battery cut-off switch located inside the battery compartment and a lock for the battery box door.	Comply
Brakes	Service brakes shall be air disc brakes with antilock brake system and electronic stability control.  Brake system shall include a gear driven air compressor with a minimum output of 13.2 CFM, and a minimum of three air reservoirs. Air reservoir drain valves shall be manually operated and be located within the driver's compartment.  Parking brake shall be spring type with dash-mounted control valve. Bendix AD-IP air dryer.	Comply
Cooling System	Radiator to be heavy-duty construction with serpentine fins. Radiator to be mounted on shock absorbing cushions for easy service and extended life.  Constant-torque clamps on all radiator hoses.	Comply
Collision Mitigation System	Bendix Wingman Advanced active and automatic systems that integrate radar and brakes to mitigate collisions.	Comply
Cruise Control	Electronic cruise control	Comply
Design	Conventional-style bus with front-mounted engine. Body and chassis shall be manufactured and warranted by the same manufacturer.	Comply

Item	Minimum Specifications Required	Specifications furnished
Drive Line	Driveline is booted and has a permanently lubricated slip member. Greaseable U-Joints with double lip seals on end caps. Guard to prevent damage to under carriage of bus in the event of failure.	Comply
Electrical	System shall be 12-volt with negative ground. All chassis circuits shall be protected by manual-reset circuit breakers or self-monitoring multiplex wiring system.	Comply
Engine	Power Solutions International 8.8L V-8 gasoline engine with 265 HP and 548 lb. ft. torque.	Comply
Frame	All welded and bolted construction. The main frame shall be a continuous section from the front of the vehicle to aft of the rear axle. Frame rails shall not be notched, tapered, or cutout to provide clearance for engine or stepwell installation.	Comply
Fuel System	60-gallon fuel tank and fuel filler door with lock.	Comply
Instrument Panel	Instrument panel shall include: <ul style="list-style-type: none"> <li>• Speedometer/7-digit odometer</li> <li>• Tachometer/Hour meter</li> <li>• Oil pressure gauge</li> <li>• Water temperature gauge</li> <li>• Fuel gauge</li> <li>• Dual air-pressure gauge</li> <li>• Combination directional signal/headlight dimmer switch on steering column.</li> <li>• Hazard warning switch</li> <li>• Audible warning for oil pressure, water temperature provided through stop engine, engine protection circuit.</li> </ul> Separate light and tone for low air pressure.	Comply
Rust proofing	All chassis framing, fasteners, and suspension systems are to be painted with a rust-inhibiting paint after assembly and before body mounting.	Comply
Shock Absorbers	Heavy-duty direct acting double-action piston type; two 2 front and two 2 rear.	Comply

Item	Minimum Specifications Required	Specifications furnished
Suspension, Front and Rear	Front suspension to be two-leaf parabolic (taper leaf) type rated at a minimum of 10,000 lbs. Rear air suspension with a minimum capacity of 17,500 lbs.	Comply
Steering	Integral full power with a tilt steering column and padded wheel.	Comply
Tires	Single front and dual rear low-profile 16-ply radial tubeless tires.	Comply
Transmission	Allison Pupil Transportation Series automatic transmission with five or six forward speeds. The transmission shall have a capacity rating compatible with the power output of the engine furnished.	Comply
Wheels	Six 8.25" x 22.5" disc hub-piloted wheels. All wheels to be interchangeable.	Comply
Wiring	All chassis wiring to be color-coded and numbered and shall be routed through convoluted tubing for protection.	Comply

**Body Specifications**

Item	Minimum Specifications Required	Specifications furnished
Aisle	There shall be a minimum 12" wide center aisle from the entrance door to the rear of the bus. The aisle from the center aisle to the emergency doors shall be a minimum of 12 inches.	Comply
Assist Rail	There shall be two stainless steel assist rails at the entrance door, one mounted forward and one aft.	Comply
Back-up Alarm	The bus shall be equipped with an automatic back-up alarm installed behind the rear axle. This audible alarm shall be rated at a minimum of 107 db in accordance with SAE-J994b.	Comply
Bumper, Front and Rear	Shall be one-piece, formed from 3/16" plate steel. The bumpers shall be a minimum of 9 3/4" high.	Comply
Color	Exterior: Shall be National School Bus Chrome Yellow. Trim, including bumpers, guardrails, warning light visors, and door handles shall be black.	Comply

Item	Minimum Specifications Required	Specifications furnished
	<p>Wheels shall be painted or powder-coated National School Bus Chrome Yellow on both sides.</p> <p>Entrance door painted yellow.</p> <p>Roof shall be painted white.</p>	
Construction	<p>The bus body shall be constructed of prime commercial quality steel or other material with strength at least equal to steel. The bus body shall be constructed to meet or exceed all state and federal school bus requirements in effect at the time of manufacture. Internal skeletal structure shall be welded.</p>	Comply
CSAS	Install CA Title 13 compliant Child Safety Alert System	Comply
Defrosters	<p>Defroster shall be sufficient capacity to keep windshield clear of fog, snow, and ice. The defroster shall include full-length windshield defroster channel for even distribution of heated air to the windshield.</p>	Comply
Doors	<p>The service door shall be an air- or electric-operated outward opening, two-panel door.</p> <p>The entrance door shall include a vandal lock with a grip handle mounted for convenient door opening.</p> <p>All entrance and exit doors shall be equipped with a full-width 1" x 3" pads located above the door opening.</p>	Comply
Electrical	<p>The electrical system shall be 12-volt. The wiring shall be color and number coded and a wiring diagram shall be furnished with each bus.</p> <p>All body circuits shall be protected by manual-reset circuit breakers or self-monitoring multiplex system.</p> <p>Driver's area shall be equipped with an auxiliary power outlet.</p>	Comply
Emergency Exits	<p>Emergency Door: There shall be one emergency door located on the rear of the bus and one on the left side. There shall be a device installed on the top of the emergency doors that will automatically hold the doors in the open position during emergencies and evacuation drills.</p> <p>Emergency doors shall be equipped with a system of audible buzzers which will sound at the exit and in the driver's area when the release mechanism is moved toward the open position. A pilot light mounted on the driver's dashboard shall indicate the same. The emergency doors shall be equipped with a vandal lock with starter interlock.</p>	Comply

Item	Minimum Specifications Required	Specifications furnished
	Roof Hatch: One roof hatch; combination ventilation and emergency exit shall be provided. Hatch shall not be equipped with warning buzzer. One inch of reflective material shall extend around the perimeter of the roof hatch.	
Exterior Paneling	The roof and side panels shall be 20-gauge, zinc-coated steel. The panels shall be primed on both sides before assembly.	Comply
Fenderettes	The rear wheel openings shall be equipped with rubber fenderettes that extend from the body side approximately three inches.	Comply
Fire Extinguisher	Each bus shall be equipped with two dry-type chemical fire extinguishers.	Comply
First Aid Kit & Other Safety Equipment	Bus shall be equipped with a 24-unit first aid kit, a set of triangle flares and a hand held stop sign and vinyl pouch.	Comply
Floor Covering and Sub-floor	Floor covering shall be heavy-duty rubber or vinyl. The sub-floor shall be water resistant exterior-grade 5/8" thickness plywood.	Comply
Guard Rails	Minimum of four guard rails to be supplied and located below windows, seat cushion level, at floor level and at bottom of skirt	Comply
Heater & Defrosters	All heaters shall be of the copper coil design type with aluminum fins. The front heater shall have a minimum rating of 90,000 BTU's with ducting for driver's heat. The rear heater shall have a minimum rating of 30,000 BTU's and be located toward the rear area of the passenger compartment.  All heater hose connections shall be maintained with constant-torque clamps.	Comply
Horns	Dual electric horns shall be provided.	Comply
Identification	The bus shall be lettered and numbered in accordance with all applicable federal and state requirements.  One 6" X 9" certificate holder installed on the front bulkhead area.	Comply
Instruments Gauges & Switches	The chassis instruments and gauges shall be located within easy view of the seated driver.	Comply
Insulation	Ceiling, sides, roof bows and rear panels shall be insulated with a minimum 1.5" thick polyester insulation to properly deaden sound, reduce vibration, and provide a thermal barrier.	Comply
Interior	All interior panels shall have lapped edges. Headliner shall be acoustic-type perforated full length with solid borders at lap joints.	Comply

Item	Minimum Specifications Required	Specifications furnished
	Interior headroom shall be a minimum 77".	
Lamps & Signals	<p>All lamps shall conform to applicable FMVSS and state laws in effect at time of manufacture. Lights to include:</p> <ul style="list-style-type: none"> <li>• Headlights: Single sealed beam halogen lights with daytime running lights</li> <li>• Cluster (LED): Three amber front and three red rear</li> <li>• Marker (LED): Two amber front and two amber rear.</li> <li>• Stop (LED): One red right rear and one red left rear.</li> <li>• Tail (LED): One red right rear and one red left rear.</li> <li>• Back up Lamps (LED): Two clear lenses</li> <li>• Stepwell (LED) One minimum operating with entrance door open.</li> <li>• Dome (LED) Lights mounted over seats. Switch wired to battery.</li> <li>• Driver's (LED) Dome light mounted over driver's seat and operated with separate switch.</li> <li>• Directional Front: Chassis standard.</li> <li>• Directional Side lights: two amber LED lights.</li> <li>• Directional Rear (LED): One amber right and one amber left.</li> <li>• Strobe light with amber-colored pilot light on dash</li> <li>• Fog lights mounted in or below bumper</li> <li>• License plate light with metal housing.</li> <li>• Reflectors: Three on each side of bus, two on rear school bus.</li> <li>• Stop Arm: Electric stop sign mounted rear.</li> <li>• Warning Lights: LED eight-light warning system, four amber and four red alternately flashing warning lights. Warning lights shall be equipped with black hoods.</li> </ul>	Comply
Compartments	The driver's area shall have a locking storage compartment.	Comply
Manuals	An operator's manual shall be furnished.	Comply
Mirrors	<p>Interior mirror shall be 6" x 30" safety glass with protected edges.</p> <p>Exterior rear-view mirror assemblies heated and operated remotely from the driver's compartment. Cross view mirrors shall be heated.</p>	Comply

Item	Minimum Specifications Required	Specifications furnished
Mud Flaps	There shall be rubber mud flaps mounted on the rear side of the front and rear wheel wells.	Comply
Noise Suppression Switch	Bus shall be equipped with a switch to temporarily disable noise-producing accessories simultaneously, including heater blowers, auxillary fans, radio, etc. Switch shall be located on the driver's switch panel.	Comply
Radio	Radio shall be AM/FM/USB with antenna, four premium interior speakers and microphone.	Comply
Seats and Barriers	<p>Passenger Seats: Bus shall accommodate up to 35 passengers in flexible-capacity seats with three-point passenger restraints. Upholstery to be 42 oz. vinyl.</p> <p>Barriers: 45" high barriers with upholstery to match seats.</p> <p>Driver's seat: Air operated with adjustable seat back and a right side arm rest.</p> <p>Driver's seat belt: Shall be a three-point belt with height adjustment.</p>	Comply
Special needs equipment	<p>Lift door.</p> <p>1,000 lb. capacity wheelchair lift with padded lift cover.</p> <p>Fire extinguisher mounted in lift area.</p> <p>Floor and shoulder track to accommodate three wheelchair positions (seats mounted into track). Restraints shall be seven-point retractable tiedowns with mesh storage pouch.</p> <p>Air-conditioning system with dual 13 CID compressors, dual skirt-mounted condensers and three evaporators with approximately 110K BTUs. Evaporators are front and rear in-wall mounts plus driver's dash.</p>	Comply
Stepwell	<p>Three-step entrance covered with pebble-tread rubber with white nosing.</p> <p>A stepwell guard to protect the underside of the steps from road hazards shall be provided.</p>	Comply
Sun Visor	Visor to be 6" x 30" opaque acrylic and fully adjustable.	Comply
Switch Panel	Shall be mounted to the left of the driver with rocker switches for the electrical components.	Comply
Tow hooks	Two hooks shall be provided at the front and rear of the vehicle.	Comply

Item	Minimum Specifications Required	Specifications furnished
Ventilation	Body shall be equipped with a static type, non-adjustable exhaust ventilator located in low-pressure area of front roof. A driver-controlled fresh air vent shall be provided.	Comply
Warranty	A copy of the manufacturer's standard school bus warranty shall be enclosed with and become a part of bid.	Comply
Windows	Two-piece passenger side windows with safety tempered and tinted glass.	Comply
Windshield	The windshield area and window posts shall be painted glare-resistant, flat black.	Comply
Windshield Washer	Dual electric wet arm type windshield washers are required. Washer bottle shall have a one-gallon capacity and be accessible through front service panel.	Comply
Windshield Wipers	Bus to be equipped with two electrically operated, wet arm type, bottom-mounted wipers. Wipers are to be variable speed with intermittent function. Access to wiper motors through exterior panels.	Comply



## Approved Optional Items

Ref. #	Item	Price
1.	Charge-depleting hybrid electric motor/controller drive system	\$107,800
2.	Charge-sustaining type hybrid drive system	\$63,800
3.	Change to full battery-electric drive system up to 125kWh battery	\$210,000
4.	Change to full battery-electric drive system up to 225kWh battery	\$275,000
5.	Change to full battery-electric drive system 300kWh battery or greater	\$305,000
6.	Change to LPG drive train and fuel storage system	\$13,750
7.	Change to CNG drive train and fuel storage system	\$41,800
8.	Dual fuel fills for CNG	\$2,250
9.	Change to I-6 diesel engine with 200 or greater HP	\$4,750
10.	Change to I-6 diesel engine with 240 or greater HP	\$6,075
11.	Add block heater	\$350
12.	Decrease wheelbase to 170" or less	(\$1,000)
13.	Increase wheelbase to 201" through 220"	\$1,750
14.	Increase wheelbase to 221" through 240"	\$3,500
15.	Increase wheelbase to 241" through 260"	\$5,000
16.	Increase wheelbase to over 261"	\$6,600
17.	Fire suppression system	\$5,300
18.	Non-Euro style mirrors	\$2,200
19.	Change to 800-lb. capacity wheelchair lift	(\$400)
20.	Under floor wheelchair lift	(\$14,000)
21.	Change to hydraulic brakes	(\$550)
22.	Change to air drum brakes	(\$2,000)
23.	Add Bendix Wingman Fusion collision mitigation system	\$4,000
24.	Remove Bendix Wingman collision mitigation system	(\$2,000)


Ref. #	Item	Price
25.	Remove air drains from drivers' area	(\$350)
26.	Install drain valves in compartment in curb side of bus	\$600
27.	Increase capacity of axles/suspensions/GVWR	\$3,050
28.	Decrease capacity of axles/suspensions/GVWR	(\$800)
29.	Add telescoping steering wheel	\$400
30.	Reduce Group 31 battery quantity to two	(\$100)
31.	Change to two 8-D batteries	\$650
32.	Change to activity bus	\$450
33.	Upgrade to adjustable pedals	\$950
34.	Add exhaust brake	\$250
35.	Add compression brake	\$2,050
36.	Remove strobe light	(\$100)
37.	Remove fog lights	(\$250)
38.	Remove acoustic-type perforated headliner	No Charge
39.	Extend manufacturer's body warranty (price per year)	\$1,200
40.	Extend manufacturer's chassis warranty (price per year)	\$1,500
41.	Extend engine and engine electronics warranty (price per year)	\$1,750
42.	Extend manufacturer's transmission warranty (price per year)	\$600
43.	Extend standard towing warranty	\$550/year
44.	Upgrade to electro-magnetic retarder	\$12,500
45.	Upgrade to Allison PTS3000 transmission	\$5,400
46.	Add Allison Transmission retarder	\$6,400
47.	Add hand-control for transmission retarder	\$2,000
48.	Reduce alternator amps	(\$800)

Ref. #	Item	Price
49.	Add or remove passenger seat	\$550
50.	Change to activity seat (per seat)	\$1,250/seat
51.	Add or remove barrier	\$150
52.	Add or remove track and track mountings per passenger seat	\$275
53.	Add integrated child seat (ICS) per seat	\$375
54.	Add ISO Latch to passenger seat (per seat)	\$80
55.	Add interior luggage racks (each side)	\$1,350
56.	Add exterior luggage compartment	\$1,050
57.	Change wheel color to black, silver or white	\$500
58.	Upgrade to aluminum wheels (each)	\$650
59.	Decrease fuel tank size	(\$200)
60.	Increase fuel tank size	\$950
61.	Add automatic tire chains	\$4,250
62.	Change to mechanically operated driver's seat	(\$150)
63.	Add heater to driver's seat	\$150
64.	Remove remote operation on mirrors	(\$200)
65.	Remove heated mirrors	(\$30)
66.	Remove LED eight light warning system	(\$550)
67.	Upgrade to LED stop arm	\$450
68.	Remove LED lights	(\$300)
69.	Remove wheelchair lift door, lights, buzzer and interlocks	(\$1,800)
70.	Remove wheelchair lift, pad and fire extinguisher	(\$2,800)
71.	Add or remove wheelchair station	\$950
72.	Add wheelchair evacuation ramp	\$700

Ref. #	Item	Price
73.	Upgrade to 112 DB. back-up alarm	\$65
74.	Add severe-duty package	\$500
75.	Add camera system with two HD camera heads	\$2,500
76.	Additional HD camera heads for camera system (per head)	\$550
77.	Add 360-degree view camera system	\$2,500
78.	Backup camera with monitor in mirror	\$1,600
79.	Back-up sensors mounted in rear bumper	\$500
80.	Remove child safety alert system	(\$200)
81.	DVD Player with flip-down monitors	\$4,650
82.	Change tire size to 11R22.5 (quantity six)	\$750
83.	Change tire brand to Goodyear or Michelin	\$950
84.	Add spare wheel	\$275
85.	Add spare tire	\$450
86.	Remove specified A/C system	(\$7,500)
87.	80,000 BTU air-conditioning system	\$6,500
88.	130,000 BTU air-conditioning system	\$14,900
89.	150,000 BTU air-conditioning system	\$20,250
90.	Upgrade to rooftop condenser	\$1,750
91.	Upgrade to 15 CID compressor	\$450
92.	Transit compressor for air-conditioning system	\$3,500
93.	Add 6" defog fan	\$125
94.	Remove side emergency door	\$400
95.	Change to spring suspension	(\$860)
96.	Add or remove roof hatch	\$350

Ref. #	Item	Price
97.	Add front-mounted stop sign	\$400
98.	Add pre-trip inspection system	\$1,650
99.	Install pre-trip inspection system	\$1,650
100.	Add GPS/fleet management tracking system	\$1,850
101.	Add engine diagnostic software	\$2,200
102.	Add diagnostic, storage, data retrieval device	\$1,750
103.	Add connector cables	\$1,350
104.	Add portable diagnostic device	\$2,500
105.	Add passenger heater	\$400
106.	Add air-operated horn	\$500
107.	Key similar locks alike	\$300
108.	Key ignitions alike	\$300
109.	Add on-board WIFI	\$1,050
110.	Add USB charging port at passenger seat (price per port)	\$250
111.	Add cost plus 5% for items not listed	Comply

November 3, 2021

RE: South County Support Services Agency Bid #2122-SC11-01  
FROM: Gary Geringer, Agency Director   
SUBJECT: Award Bid #2122-SC11-01

Bid for public transportation equipment, Bid#2122-SC11-01 were opened at 8:00 AM on October 27, 2021 at the published location of 16644 S. Elm Avenue, Caruthers, CA 93609.

Creative Bus Sales submitted a bid and no other responses were received. Creative Bus Sales bid was complete and met all bid requirements.

The South County Support Services Agency Board of Directors, at their November 3, 2021 regular board meeting awarded Bid 2122-SC11-01 to Creative Bus Sales.



NOTICE OF AWARD OF CONTRACT

November 3, 2021

Marcus Hoffman, Bid Manager  
Creative Bus Sales, Inc.  
14740 Ramona Avenue  
Chino, CA 91710

RE: BID 32122-SC11-01

Notice is hereby given that South County Support Services Agency is awarding Bid #2122-SC11-01 to Creative Bus Sales, Inc. We look forward to working with Creative Bus Sales, Inc. If you should have any questions, you may contact me at the telephone number or email listed below:

Gary Geringer, Agency Director  
South County Support Services Agency  
16644 S. Elm Avenue  
Caruthers, CA 93609  
Phone No.: (559) 644-1019  
Email: [ggeringer@southwestjpa.org](mailto:ggeringer@southwestjpa.org)

Sincerely,

A handwritten signature in black ink, appearing to read "Gary Geringer", written over a horizontal line.

Gary Geringer, Agency Director

November 2, 2022

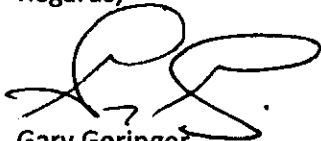
Creative Bus Sales  
 Attn: Jason Hohalek  
 14740 Ramona Ave  
 Chino, Ca 91710

RE: Bid 2122-SC11-01

At the November 2, 2022, regular board meeting, South County Support Services Agency Governing Board has approved your request for an extension of Bid #2122-SC11-01 thru November 3, 2023 with the proposed price escalators in the table below as a result of PPI increase and additional increase from your manufacturers from previous contract.

Listing of Awarded Sections on 2221-SC11-01			
Description	Current Price	Requested Increase	New Contract Price
Section A - Magellan E450 Cutaway	\$ 91,750.00	\$ 27,606.00	\$ 119,356.00
Section B - Ford Transit	\$ 66,750.00	\$ 19,567.00	\$ 86,317.00
Section C - IC CE	\$ 141,500.00	\$ 20,305.25	\$ 161,805.25
Section D - IC RE	\$ 176,330.00	\$ 25,303.36	\$ 201,633.36
Section E - GreenPower BEAST	\$ 412,275.00	\$ 59,161.46	\$ 471,436.46
Section F - GreenPower EV Star	\$ 194,900.00	\$ 27,968.15	\$ 222,868.15
Section G - Braun Van	\$ 64,715.00	\$ 18,540.00	\$ 83,255.00
Section H - Lonestar Van	\$ 88,900.00	\$ 32,557.00	\$ 121,457.00
Section I - Rockport EV Truck	\$ 217,055.00	\$ 31,147.39	\$ 248,202.39

Regards,



Gary Geringer  
 Southwest Transportation Agency



# SOUTH COUNTY SUPPORT SERVICES AGENCY

## MINUTES BOARD OF DIRECTORS Regular Meeting November 2, 2022

### PRELIMINARY

The Regular Meeting of the Board of Directors was called to order by Orin Hirschkom 8:30 A.M.

### ATTENDANCE...

Orin Hirschkom, President  
Jeff Porcell, Vice President  
Shelley Maneer, Clerk  
Mike Inbarren, Member  
Lupe Nieves, Member  
Reatha Martinez, Member  
Valon Gallaher, Member  
Gary Getinger, Agency Director  
Marcela Ordoñez, Director of Finance  
Robin Crocco, Administrative Assistant  
Amber Simas, Director of Transportation

### PUBLIC PRESENTATION

Guest: Ted Miller, Neighbor

Suggestions and ideas as to the operations of the facility.

### CONSENT ITEM

#### 1.1 THRU 1.4 CONSENT ITEMS

Motion to approve the consent items of the Regular Meeting of the Board of Directors.

MSC: Lupe Nieves, Valon Gallaher

Yes: 7 No: 0

## 2. DISCUSSION ITEMS

### 2.1 IT Update:

- IT has continued to work on work orders for all school districts that we provide service to
- Setup 6 new iPads and 4 Samsung Galaxy's for Kings River
- Setup a wireless bridge for Caruthers district office
- Assisted Caruthers in moving staff from old district office to their new district office
- One of the larger projects this month was setting up 100 new iPads and installing screen projectors with cases for Alpaugh
- IT updated 500 iPads throughout the classrooms at Alpaugh
- Placed 4 new classrooms online for Caruthers High School and installed new TV's, phones and access points for the classrooms
- New TV's at Learning Center at Caruthers Elementary, installed

2.2 Bid #2122-SC11-01 – Creative Bus Sales - Request for Extension 2022-2023 – presented and reviewed.

## 3. ACTION ITEMS

3.1 Bid #2122-SC11-01 – Creative Bus Sales – Request for Extension 2022-2023.

Motion for the Board of Directors of South County Support Services Agency to approve Bid # 2122-SC11-01 – Creative Bus Sales – Request for Extension 2022-2023.

MSC: Lupe Nieves, Jeff Percell

Yes: 7 No: 0

## 4. MISCELLANEOUS ITEMS

Actuarial Study of Retiree Health Liabilities Under GASB 74/75 was presented

Fresno County Superintendent of Schools letter Approval of 2022-2023 JPA Adopted Budget was presented

## 5. ITEMS FROM THE BOARD MEMBERS

No Items.

## 6. FUTURE AGENDA ITEMS

2022/2023 Budget – First Interim.

Annual Reorganization Meeting scheduled for Wednesday, December 7, 2022.

**CLOSED SESSION**

Motion for the Board of Directors of Southwest Transportation Agency to adjourn to closed session at 9:00 A.M.

MSC: Valori Gallaher, Reatha Martinez

Yes: 7 No: 0

**Reconvene**

The Board of Directors of South County Support Services Agency reconvened to regular session at 9:20 A.M.

MSC: Jeff Percell, Shelley Manser

Yes: 7 No: 0

**CLOSED SESSION ACTION**

Motion for the Board of Directors of South County Support Services Agency to appoint employee #3221 as school bus driver.

MSC: Jeff Percell, Mike Iribarren

Yes: 7 No: 0

Motion for the Board of Directors of South County Support Services Agency to appoint employee #7886 as school bus driver.

MSC: Valori Gallaher, Lupe Nieves

Yes: 7 No: 0

Motion for the Board of Directors of South County Support Services Agency to appoint employee #1244 as school bus driver.

MSC: Reatha Martinez, Shelley Manser

Yes: 7 No: 0

Motion for the Board of Directors of South County Support Services Agency to appoint employee #8601 as school bus driver.

MSC: Mike Iribarren, Jeff Percell

Yes: 7 No: 0

Motion for the Board of Directors of South County Support Services Agency to appoint employee #2423 as school bus driver.

MSC: Valori Gallaher, Shelley Manser

Yes: 7 No: 0

Motion for the Board of Directors of South County Support Services Agency to appoint employee #4630 as school bus driver.

MSC: Valori Gallaher, Jeff Percell

Yes: 7 No: 0

Motion for the Board of Directors of South County Support Services Agency to appoint employee #0689 as school bus driver.

MSC: Mike Iribarren, Reatha Martinez

Yes: 7 No: 0

Motion for the Board of Directors of South County Support Services Agency to appoint employee #6690.

MSC: Valori Gallaher, Lupe Nieves

Yes: 7 No: 0

9. **ADJOURNMENT**

Motion to adjourn the Wednesday, November 2, 2022 regular meeting of the Board of Directors at 9:30 A.M.

MSC: Valori Gallaher, Jeff Percell

Yes: 7 No: 0

The next regular meeting of the South County Support Services Agency Board of Directors has been scheduled for Wednesday, December 7, 2022, at 8:30 A.M.

  
Clerk to Board



# Creative Bus Sales

THE NATION'S LARGEST BUS DEALER SINCE 1980

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October 24, 2022

Gary Geringer  
South County Support Services Agency  
16644 S. Elm Avenue  
Caruthers, CA 93609  
559.644.1011

RE: Bid No. 2122-SC11-01

Creative Bus Sales Inc. would like to request an extension of current Bid No. 2122-SC11-01 to cover the next year, November 4<sup>th</sup> 2022 through November 3<sup>rd</sup> 2023 along with a requested price increase on vehicle orders. We ask that you please submit a request to the South County Support Services Agency Board to consider and approve the extension of bid# SCSSA 2122-SC11-11 along with the requested price increase in the table below, based on PPI Increase 1413 Truck & Bus Bodies (copy supplied) from November 3<sup>rd</sup> 2021 and November 3<sup>rd</sup> 2022 contract renewal date, request is for an increase of 14.35% on Section A, B,C, D, E, F, G, H, I.

Creative Bus Sales, Inc. is also requesting for additional contract price increase of the Magellan product in Section A, Collins (REV Group) who builds the Magellan Type A incurred continued operating increases, coupled with the many challenges leaving no alternative but to update pricing to include 23MY chassis cost estimates for Ford and Chevy, please see attached letter from Collins to support the request to increase pricing of bid to include the 14.35% PPI increase of an additional 15.74% increase for



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Chromebook Purchase for the 2023-2024 School Year

BACKGROUND: The technology department needs to purchase approximately 1,000 Chromebooks a year to replace student device that have been lost, broken or damaged. We have already purchased 200 student devices this year, but need to add an additional 800 devices, which will be ordered as needed throughout the remainder of the year. We will be utilizing The Cooperative Purchasing Agreement Program, NASPO #7-15-70-34-003 expiring 1/31/24. The total cost of 800 Dell Chromebooks is \$284,608.52. These devices will be purchased during the 2023-2024 school year.

Charter school (Fund 09):	\$28,460.80
District (Fund 01):	\$256,147.72
Total Cost:	\$284,608.52

RECOMMENDATION: Staff recommends that the Board of Trustees approve the purchases of 800 Dell Chromebooks in the amount of \$284,608.52, as submitted.

FUNDING: General Fund and Charter Fund, as indicated above

**PARTICIPATING ADDENDUM**  
**NASPO ValuePoint Cooperative Purchasing Program**

COMPUTER EQUIPMENT MASTER AGREEMENT  
Minnesota Master Agreement No.: MNWNC-108

**California Participating Addendum No. 7-15-70-34-003**  
DELL MARKETING, L.P. (Contractor)

This Participating Addendum Number **7-15-70-34-003** is entered into between the State of California, Department of General Services (hereafter referred to as "State" or "DGS") and Dell Marketing, L.P. (hereafter referred to as "Contractor") under the NASPO ValuePoint Cooperative Purchasing Program Master Agreement Number MNWNC-108 ("Master Agreement") executed by the State of Minnesota.

**1. Scope**

- A. This Participating Addendum covers the purchase of Computer Equipment under the Master Agreement for the following product bands:

- Band 1 – Desktop
- Band 2 – Laptop
- Band 3 – Tablet
- Band 4 – Server
- Band 5 – Storage

- B. This Participating Addendum is available for use by California political subdivisions/local governments (hereafter referred to as "Purchasing Entities"). A political subdivision/local government is defined as any city, county, city and county, district, or other local governmental body or corporation, including the California State Universities (CSU) and University of California (UC) systems, K-12 schools and community colleges empowered to expend public funds.
- C. Political subdivision/local government use of this Participating Addendum is optional. Each political subdivision/local government is to make its own determination whether this Participating Addendum and the Minnesota Master Agreement are consistent with its procurement policies and regulations.
- D. Participating Entities may enter into lease agreements for the products covered in the Master Agreement, if they have the legal authority to enter into these types of agreements.

**2. Term**

- A. The term of this Participating Addendum shall begin upon signature approval by the State and will end March 31, 2017, or upon termination by the State, whichever occurs first.
- B. Lead State amendments to extend the Master Agreement term date are automatically incorporated into this Participating Addendum unless terminated early in accordance with the terms and conditions of the Master Agreement or this Participating Addendum.

### 3. Order of Precedence

In the event of any inconsistency between the articles, attachments, or provisions which constitute this agreement, the following descending order of precedence shall apply:

- A. California Participating Addendum 7-15-70-34-003
- B. Minnesota WSCA-NASPO Master Agreement MNWNC-108

### 4. Terms and Conditions

The California General Provisions - Information Technology (GSPD401IT), revised and effective 09/5/14, is hereby incorporated by reference and made a part of this Participating Addendum. The 12 page document is available at:  
[http://www.documents.dgs.ca.gov/pd/poliproc/GSPD401IT14\\_0905.pdf](http://www.documents.dgs.ca.gov/pd/poliproc/GSPD401IT14_0905.pdf).

### 5. Price List

Contractor shall maintain a website dedicated to this Participating Addendum which contains the Product and Service Schedule (PSS) and designated base line price list for participating entities to verify product/service pricing and applicable discounts offered under the Master Agreement.

### 6. Partner Utilization

- A. Contractor may use Partners under this Participating Addendum for sales and service functions as defined herein. Each Purchasing Entity will determine whether use of Partners is consistent with its procurement policies and regulations.
- B. Contractor shall be responsible for successful performance and compliance with all requirements in accordance with the terms and conditions under this Participating Addendum, even if work is performed by Partners.
- C. Contractor will be the sole point of contact with regard to Participating Addendum contractual matters, reporting, and administrative fee requirements.
- D. Partners are classified as follows:
  - 1) "Authorized Reseller"
    - a. Authorized Resellers may provide quotes, accept purchase orders, fulfill purchase orders, perform maintenance/warranty services and accept payment from ordering agencies for products and associated services offered under this Participating Addendum.
    - b. Authorized Resellers are responsible for sending a copy of all purchase orders and invoices to the Contractor for compliance with quarterly usage reporting and administrative fee requirements.
    - c. All purchase documents to Authorized Resellers shall reference the Participating Addendum Number.
    - d. If applicable, Authorized Reseller(s) under this Participating Addendum will be listed on the Contractor's dedicated website.



2) "Agent"

- a. Agents are only authorized to provide quotes, sales assistance, configuration guidance and ordering support for products and associated services offered under this Participating Addendum.
- b. Agents are not authorized to accept orders or payments.
- c. If applicable, Agent(s) under this Participating Addendum will be listed on the Contractor's dedicated website.

**7. Invoicing**

The Participating Addendum Number and Ordering Agency Purchase Order Number shall appear on each purchase order and invoice for all purchases placed under this Participating Addendum.

**8. Usage Reporting**

- A. Contractor shall submit usage reports on a quarterly basis to the State Contract Administrator for all California entity purchases using the WSCA-NASPO Detailed Sales report template.
- B. The report is due even when there is no activity.
- C. The report shall be an Excel spreadsheet transmitted electronically to the DGS mailbox at PDWSCA@dgs.ca.gov.
- D. Any report that does not follow the required format or that excludes information will be deemed incomplete. Contractor will be responsible for submitting corrected reports within five business days of the date of written notification from the State.
- E. Tax must not be included in the report, even if it is on the purchase order.
- F. Reports are due for each quarter as follows:

Reporting Period	Due Date
JUL 1 to SEP 30	OCT 31
OCT 1 to DEC 31	JAN 31
JAN 1 to MAR 31	APR 30
APR 1 to JUN 30	JUL 31

- G. Failure to meet reporting requirements and submit the reports on a timely basis shall constitute grounds for suspension of this contract.

**9. Administrative Fee**

- A. Contractor shall submit a check, payable to the State of California, remitted to the Department of General Services, Procurement Division for the calculated amount equal to one percent (0.01) of the sales for the quarterly period.
- B. Contractor must include the Participating Addendum Number on the check. Those checks submitted to the State without the Participating Addendum Number will be returned to Contractor for additional identifying information.
- C. Administrative fee checks shall be submitted to:  
State of California  
Department of General Services, Procurement Division  
Attention: Multiple Awards Program  
707 3<sup>rd</sup> Street, 2<sup>nd</sup> Floor, MS 2-202  
West Sacramento, CA 95605
- D. The administrative fee shall not be included as an adjustment to Contractor's Master Agreement pricing.
- E. The administrative fee shall not be invoiced or charged to the ordering agency.
- F. Payment of the administrative fee is due irrespective of payment status on orders or service contracts from a Purchasing Entity.
- G. Administrative fee checks are due for each quarter as follows:

Reporting Period	Due Date
JUL 1 to SEP 30	OCT 31
OCT 1 to DEC 31	JAN 31
JAN 1 to MAR 31	APR 30
APR 1 to JUN 30	JUL 31

- H. Failure to meet administrative fee requirements and submit fees on a timely basis shall constitute grounds for suspension of this contract.

**10. Contract Management**

- A. The primary contact individuals this Participating Addendum shall be as follows:

Contractor	
Name:	Amanda Hudson
Phone:	(512) 723-6806
Fax:	(512) 283-2691
E-Mail:	<u>Amanda_Hudson@Dell.com</u>
Address:	One Dell Way, Mailstop RR1-33 Legal Round Rock, Texas 78682

<b>State Contract Administrator</b>	
Name:	Julie Matthews
Phone:	(916) 375-4612
Fax:	(916) 375-4663
E-Mail:	<u>Julie.Matthews@dgs.ca.gov</u>
Address:	Department of General Services Procurement Division 707 Third Street, 2nd Floor, MS 2-202 West Sacramento, CA 95605

- B. Should the contact information for either party change, the party will provide written notice with updated information no later than ten business days after the change.

### **11. Termination of Agreement**

The State may terminate this Participating Addendum at any time upon 30 days prior written notice to the Contractor. Upon termination or other expiration of this Participating Addendum, each party will assist the other party in orderly termination of the Participating Addendum and the transfer of all assets, tangible and intangible, as may facilitate the orderly, nondisrupted business continuation of each party. This provision shall not relieve the Contractor of the obligation to perform under any purchase order or other similar ordering document executed prior to the termination becoming effective.

### **12. Agreement**

- A. This Participating Addendum and the Master Agreement together with its exhibits and/or amendments, set forth the entire agreement between the parties with respect to the subject matter of all previous communications, representations or agreements, whether oral or written, with respect to the subject matter hereof. Terms and conditions inconsistent with, contrary or in addition to the terms and conditions of this Participating Addendum and the Master Agreement, together with its exhibits and/or amendments, shall not be added to or incorporated into this Participating Addendum or the Master Agreement and its exhibits and/or amendments, by any subsequent purchase order or otherwise, and any such attempts to add or incorporate such terms and conditions are hereby rejected. The terms and conditions of this Participating Addendum and the Master Agreement and its exhibits and/or amendments shall prevail and govern in the case of any such inconsistent or additional terms.
- B. By signing below Contractor agrees to offer the same products/and or services as on the Master Agreement, at prices equal to or lower than the prices on that contract.
- C. IN WITNESS WHEREOF, the parties have executed this Participating Addendum as of the date of execution by both parties below.

**Participating State:**  
STATE OF CALIFORNIA

By: CCB for JB  
Name: Jim Butler  
Title: Deputy Director  
Date: 10/1/15

**Contractor:**  
DELL MARKETING, L.P.

By: Amy Ivy  
Name: Amy Ivy  
Title: Contracts Manager  
Date: 9/30/15

**AMENDMENT NO. 7 TO NASPO MASTER AGREEMENT NO. MNWNC-108**

**THIS AMENDMENT** is by and between the State of Minnesota, acting through its Commissioner of Administration (“State”), and Dell Marketing L.P., One Dell Way, Mailstop RR1-33 Legal, Round Rock, TX 78682 (“Contractor” or “Contract Vendor”).

**WHEREAS**, the State has a Contract with the Contractor identified as NASPO Master Agreement No. MNWNC-108, April 1, 2015, through October 31, 2023 (“Contract”), to provide Computer Equipment, Peripherals & Related Services; and

**WHEREAS**, Minn. Stat. § 16C.03, subd. 5, affords the Commissioner of Administration, or delegate pursuant to Minn. Stat. § 16C.03, subd. 16, the authority to amend contracts; and

**WHEREAS**, the terms of the Contract allow the State to amend the Contract as specified herein, upon the mutual agreement of the Office of State Procurement and the Contractor in a fully executed amendment to the Contract.

**NOW, THEREFORE**, it is agreed by the parties to amend the Contract as follows:

- 1. That NASPO Master Agreement No. MNWNC-108 is extended through January 31, 2024, at the same prices, terms, and conditions.

This Amendment is effective upon the date that the final required signatures are obtained, and shall remain in effect through contract expiration, or until the Contract is canceled, whichever occurs first.

Except as herein amended, the provisions of the Contract between the parties hereto are expressly reaffirmed and remain in full force and effect.

**IN WITNESS WHEREOF**, the parties have caused this Amendment to be duly executed intending to be bound thereby.

<p><b>1. Dell Marketing L.P.</b> The Contractor certifies that the appropriate person(s) have executed this Amendment on behalf of the Contractor as required by applicable articles, bylaws, resolutions, or ordinances.</p> <p>DocuSigned by: By: <u>Katherine Castillo</u> <small>Signature 8EF23302D0B4B8...</small></p> <p><u>Katherine Castillo</u> <small>Printed Name</small></p> <p>Title: <u>ParaLegal Advisor</u></p> <p>Date: <u>10/5/2023</u></p> <p>By: _____ <small>Signature</small></p> <p>_____ <small>Printed Name</small></p> <p>Title: _____</p> <p>Date: _____</p>	<p><b>2. Office of State Procurement</b> In accordance with Minn. Stat. § 16C.03, subd. 3.</p> <p>DocuSigned by: By: <u>Elizabeth M. Randa</u> <small>742DE739C8ED492...</small></p> <p>Title: <u>Acquisition Management Specialist</u></p> <p>Date: <u>10/5/2023</u></p> <p><b>3. Commissioner of Administration</b> Or delegated representative.</p> <p>DocuSigned by: By: <u>Andy Doran</u> <small>68D02A26D7604BA...</small></p> <p>Date: <u>10/5/2023</u></p>
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## EDUCATIONAL SERVICES MEMORANDUM

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

**FROM:** Joe Dana  
Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** December 13, 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 this board meeting we are presenting SPSAs for all 10 of our schools: Alice Shaw, Joe Nightingale, Patterson Road, Pine Grove, Ralph Dunlap, Orcutt School for Independent Study, Olga Reed, Lakeview Junior High School, Orcutt 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.

<b>School Name</b>	Alice Shaw Elementary School
<b>Address</b>	759 Dahlia Place Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42 69260 6045736
<b>Principal</b>	Julie Kozel
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 20, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	October 20, 2023
<b>Local Board Approval Date</b>	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: 67.9% Hispanic, 0.2% American Indian/Alaskan Native, 0.2% Asian, 0.6% Filipino, 0.8% Black/African American, 24.4% White, 2.3% Two or More Races, and 3.6% 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 Races	5.2%	4.54%	2.74%	28	22	14
<b>Total Enrollment</b>				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
<b>Total Enrollment</b>	538	485	511

### Conclusions based on this data:

- 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.
- The largest subgroup by enrollment is Hispanic/Latino. This subgroup increased for the 2022-23 school year.
- 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 qualifications 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 qualifying 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 fourth 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 Modeling & 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
<b>K</b>	*	*	1419.0	*	*	1426.0	*	*	1402.5	7	7	11
<b>1</b>	1412.2	1422.2	*	1453.4	1440.5	*	1370.4	1403.5	*	16	11	7
<b>2</b>	1466.3	1459.7	1460.6	1478.1	1489.7	1472.0	1454.0	1429.2	1448.8	11	15	16
<b>3</b>	1468.3	1471.5	1493.7	1475.6	1481.7	1512.3	1460.3	1460.8	1474.8	14	13	18
<b>4</b>	*	1502.9	1510.8	*	1507.9	1526.0	*	1497.2	1495.1	9	14	17
<b>5</b>	*	*	1556.6	*	*	1587.9	*	*	1524.8	8	8	14
<b>6</b>	*	*	*	*	*	*	*	*	*	10	9	7
<b>All Grades</b>										75	77	90

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
<b>K</b>	*	*	9.09	*	*	18.18	*	*	63.64	*	*	9.09	*	*	11
<b>1</b>	0.00	0.00	*	31.25	27.27	*	31.25	18.18	*	37.50	54.55	*	16	11	*
<b>2</b>	0.00	0.00	0.00	45.45	46.67	31.25	36.36	40.00	68.75	18.18	13.33	0.00	11	15	16
<b>3</b>	0.00	7.69	16.67	42.86	30.77	38.89	28.57	46.15	22.22	28.57	15.38	22.22	14	13	18
<b>4</b>	*	0.00	5.88	*	57.14	58.82	*	35.71	29.41	*	7.14	5.88	*	14	17
<b>5</b>	*	*	42.86	*	*	35.71	*	*	21.43	*	*	0.00	*	*	14
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.67	2.60	16.67	38.67	42.86	37.78	29.33	37.66	36.67	21.33	16.88	8.89	75	77	90

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
<b>K</b>	*	*	9.09	*	*	27.27	*	*	54.55	*	*	9.09	*	*	11
<b>1</b>	31.25	9.09	*	18.75	18.18	*	31.25	54.55	*	18.75	18.18	*	16	11	*
<b>2</b>	27.27	46.67	6.25	27.27	33.33	62.50	45.45	13.33	31.25	0.00	6.67	0.00	11	15	16
<b>3</b>	21.43	23.08	55.56	35.71	38.46	22.22	28.57	30.77	5.56	14.29	7.69	16.67	14	13	18
<b>4</b>	*	42.86	64.71	*	35.71	23.53	*	14.29	11.76	*	7.14	0.00	*	14	17
<b>5</b>	*	*	78.57	*	*	14.29	*	*	7.14	*	*	0.00	*	*	14
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	36.00	28.57	46.67	28.00	37.66	28.89	25.33	24.68	17.78	10.67	9.09	6.67	75	77	90

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
<b>K</b>	*	*	9.09	*	*	9.09	*	*	72.73	*	*	9.09	*	*	11
<b>1</b>	0.00	0.00	*	6.25	18.18	*	43.75	9.09	*	50.00	72.73	*	16	11	*
<b>2</b>	0.00	0.00	0.00	27.27	20.00	18.75	36.36	40.00	43.75	36.36	40.00	37.50	11	15	16
<b>3</b>	0.00	0.00	0.00	7.14	0.00	22.22	35.71	61.54	44.44	57.14	38.46	33.33	14	13	18
<b>4</b>	*	0.00	0.00	*	21.43	29.41	*	57.14	35.29	*	21.43	35.29	*	14	17
<b>5</b>	*	*	0.00	*	*	14.29	*	*	71.43	*	*	14.29	*	*	14
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	0.00	1.30	1.11	21.33	15.58	23.33	38.67	46.75	48.89	40.00	36.36	26.67	75	77	90

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
<b>K</b>	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
<b>1</b>	31.25	9.09	*	50.00	72.73	*	18.75	18.18	*	16	11	*
<b>2</b>	9.09	33.33	12.50	81.82	66.67	81.25	9.09	0.00	6.25	11	15	16
<b>3</b>	0.00	23.08	16.67	64.29	61.54	55.56	35.71	15.38	27.78	14	13	18
<b>4</b>	*	28.57	17.65	*	57.14	64.71	*	14.29	17.65	*	14	17
<b>5</b>	*	*	28.57	*	*	64.29	*	*	7.14	*	*	14
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	22.67	20.78	21.11	58.67	70.13	65.56	18.67	9.09	13.33	75	77	90

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
<b>K</b>	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
<b>1</b>	25.00	9.09	*	50.00	54.55	*	25.00	36.36	*	16	11	*
<b>2</b>	36.36	46.67	37.50	63.64	46.67	62.50	0.00	6.67	0.00	11	15	16
<b>3</b>	50.00	53.85	72.22	42.86	30.77	22.22	7.14	15.38	5.56	14	13	18
<b>4</b>	*	50.00	76.47	*	42.86	23.53	*	7.14	0.00	*	14	17
<b>5</b>	*	*	92.86	*	*	7.14	*	*	0.00	*	*	14
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	49.33	41.56	60.00	40.00	42.86	33.33	10.67	15.58	6.67	75	77	90

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
<b>K</b>	*	*	9.09	*	*	90.91	*	*	0.00	*	*	11
<b>1</b>	0.00	9.09	*	50.00	18.18	*	50.00	72.73	*	16	11	*
<b>2</b>	9.09	0.00	6.25	54.55	53.33	37.50	36.36	46.67	56.25	11	15	16
<b>3</b>	0.00	0.00	0.00	35.71	23.08	66.67	64.29	76.92	33.33	14	13	18
<b>4</b>	*	0.00	0.00	*	50.00	58.82	*	50.00	41.18	*	14	17
<b>5</b>	*	*	7.14	*	*	64.29	*	*	28.57	*	*	14
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	9.33	2.60	5.56	45.33	41.56	61.11	45.33	55.84	33.33	75	77	90

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
<b>K</b>	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
<b>1</b>	0.00	0.00	*	43.75	54.55	*	56.25	45.45	*	16	11	*
<b>2</b>	0.00	0.00	6.25	81.82	80.00	68.75	18.18	20.00	25.00	11	15	16
<b>3</b>	0.00	0.00	11.11	57.14	84.62	61.11	42.86	15.38	27.78	14	13	18
<b>4</b>	*	14.29	0.00	*	71.43	70.59	*	14.29	29.41	*	14	17
<b>5</b>	*	*	14.29	*	*	85.71	*	*	0.00	*	*	14
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	2.67	3.90	10.00	62.67	74.03	71.11	34.67	22.08	18.89	75	77	90

**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%)

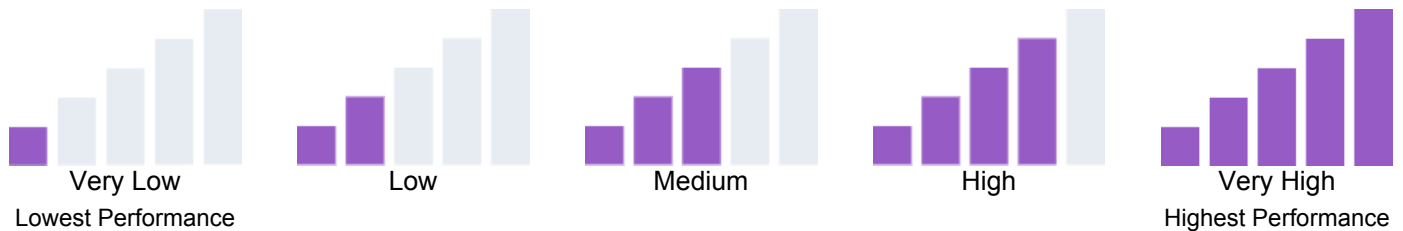


# School and Student Performance Data

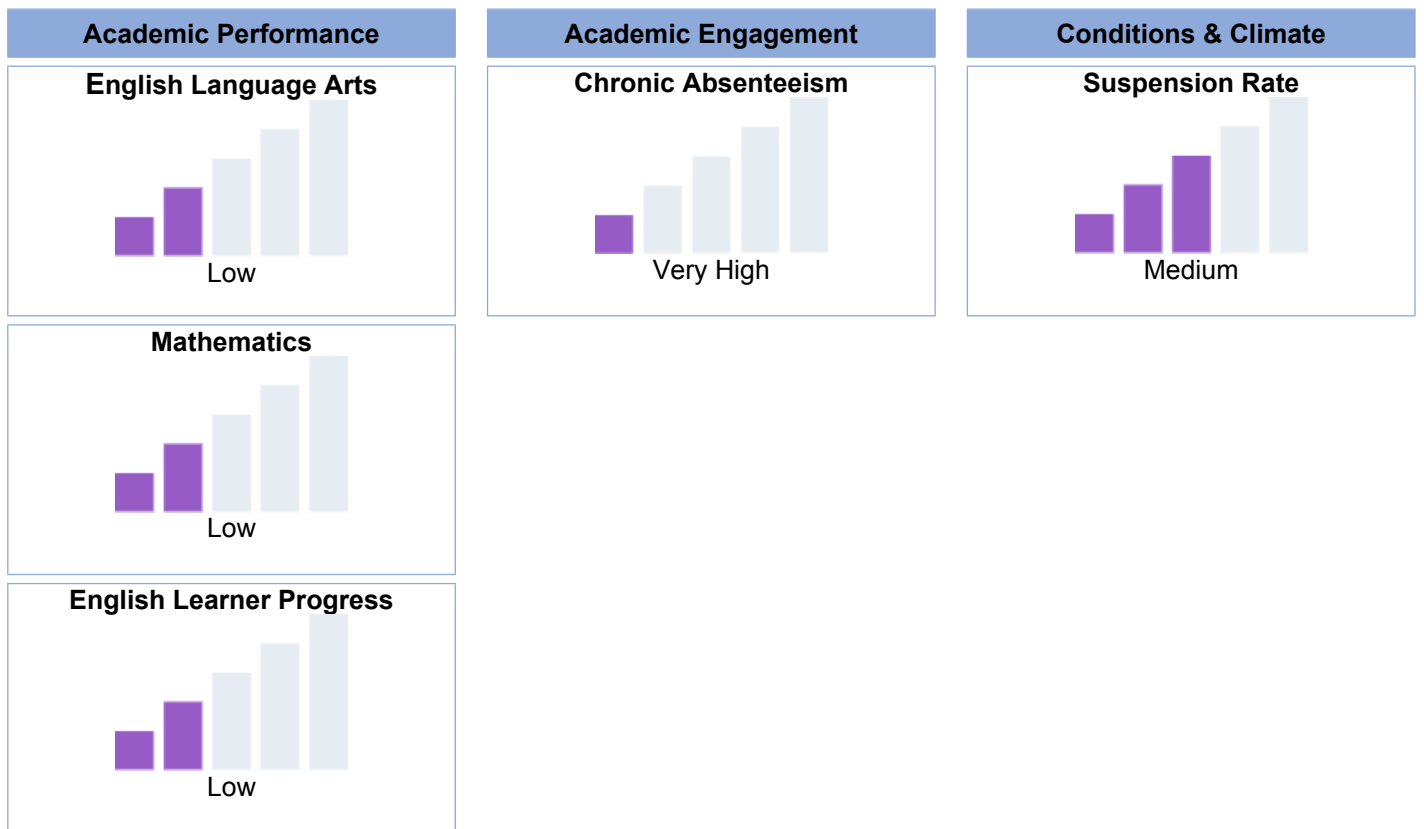
## Overall Performance

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



### Conclusions based on this data:

- 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 performance 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 performance in Math for all subgroups continues to be a goal for this school year.

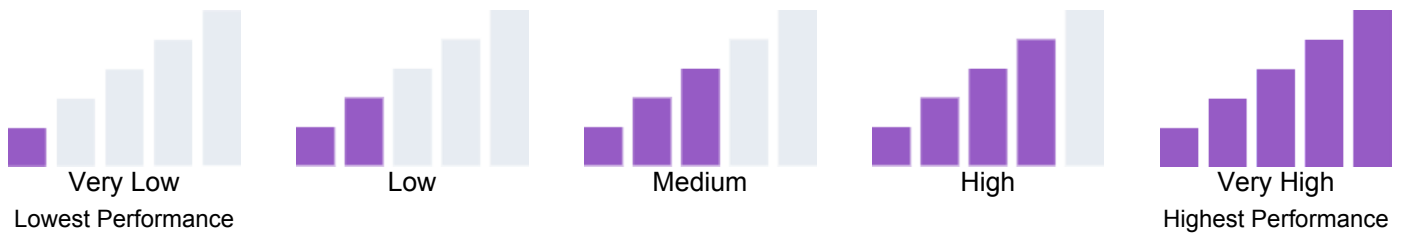
2. Suspension rates for the 2022-23 school year was 3%. Achieving and maintaining a low (1.5% or less) suspension rate continues to be a goal for this school year.
3. Schoolwide attendance slightly improved from the 2021-22 school year to the 2022-23 school year (2022-23 overall attendance rate: 93%) Sickness and home factors have influenced absenteeism. Increasing overall attendance is a goal for this school year.

# School and Student Performance Data

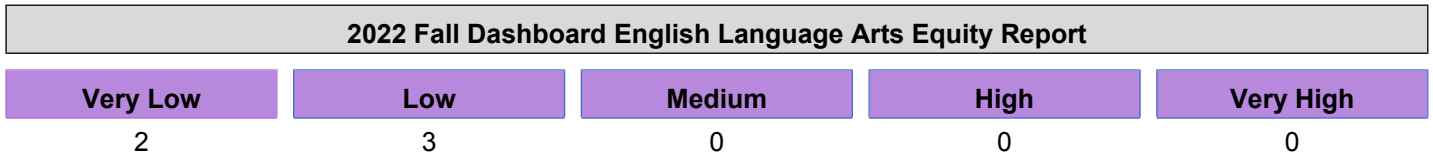
## Academic Performance English Language Arts

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](#).

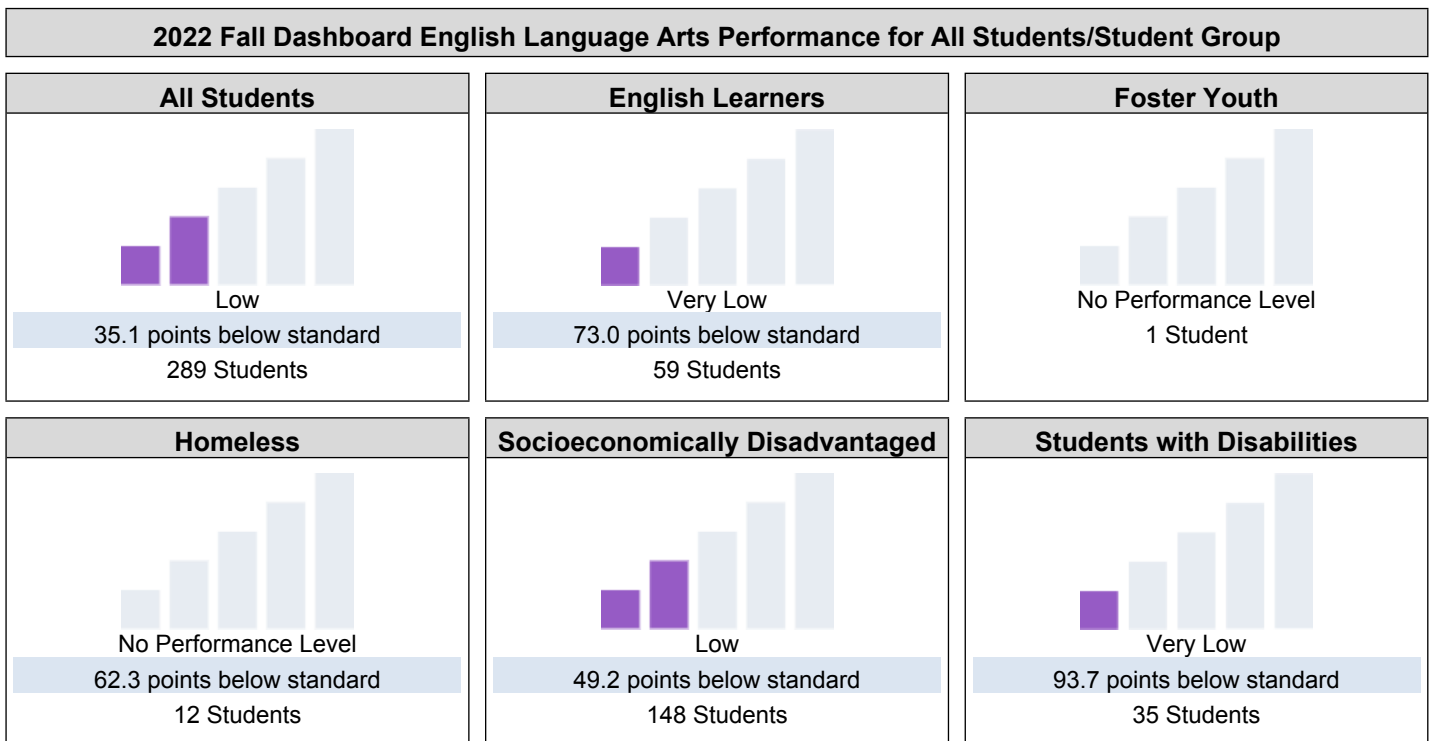
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



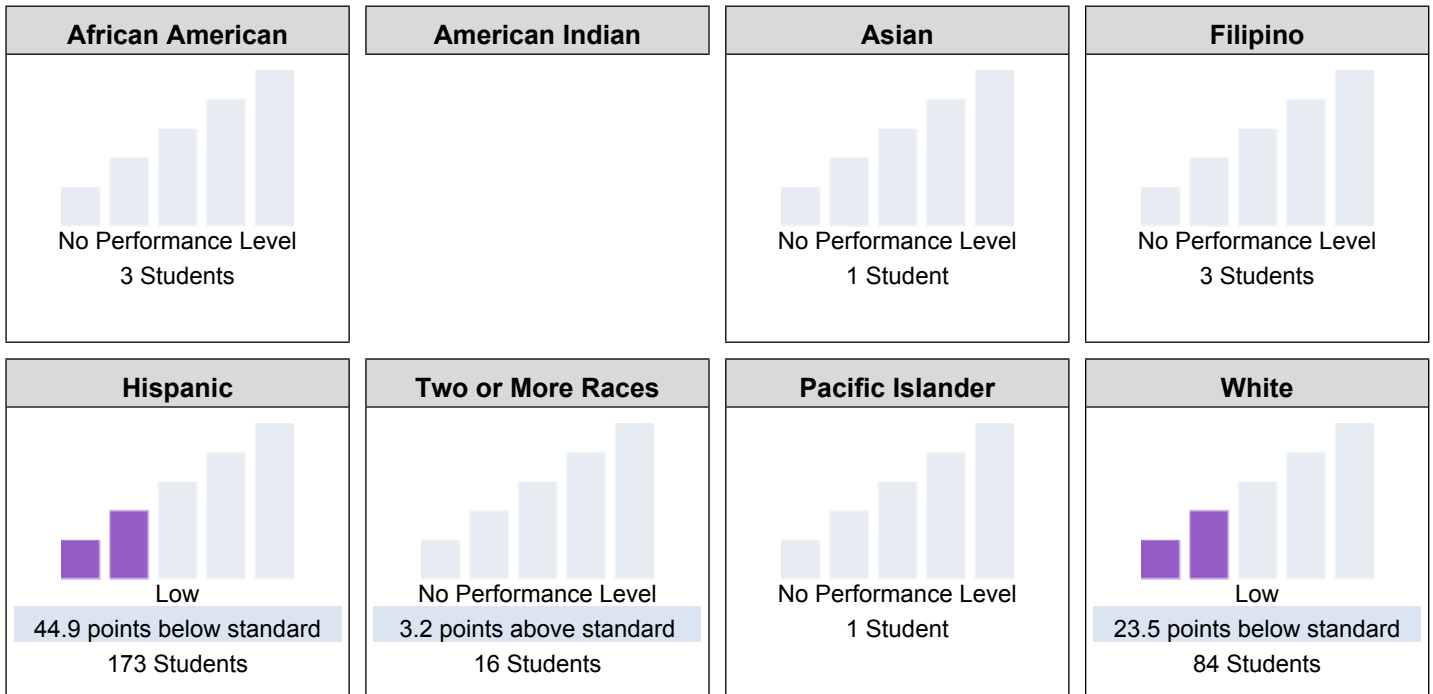
This section provides number of student groups in each level.



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 by Race/Ethnicity



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

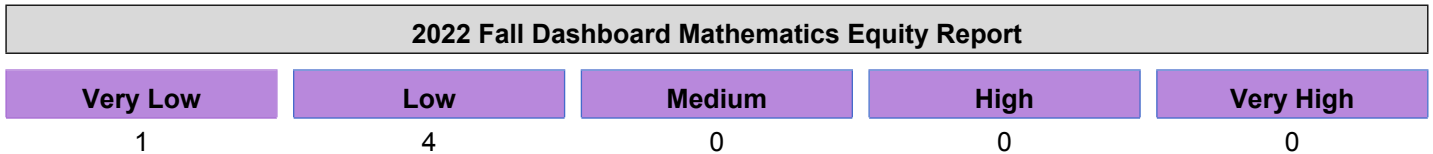
## Academic Performance Mathematics

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](#).

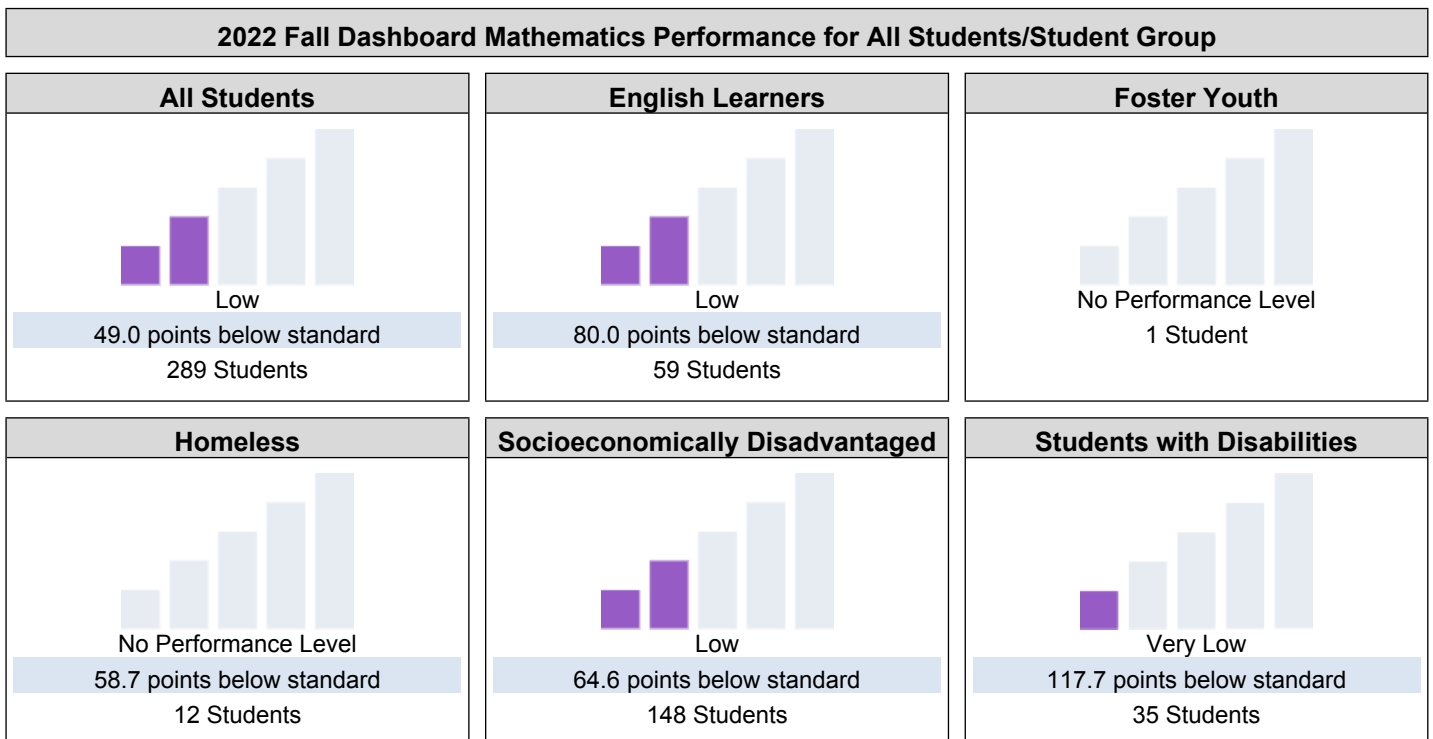
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



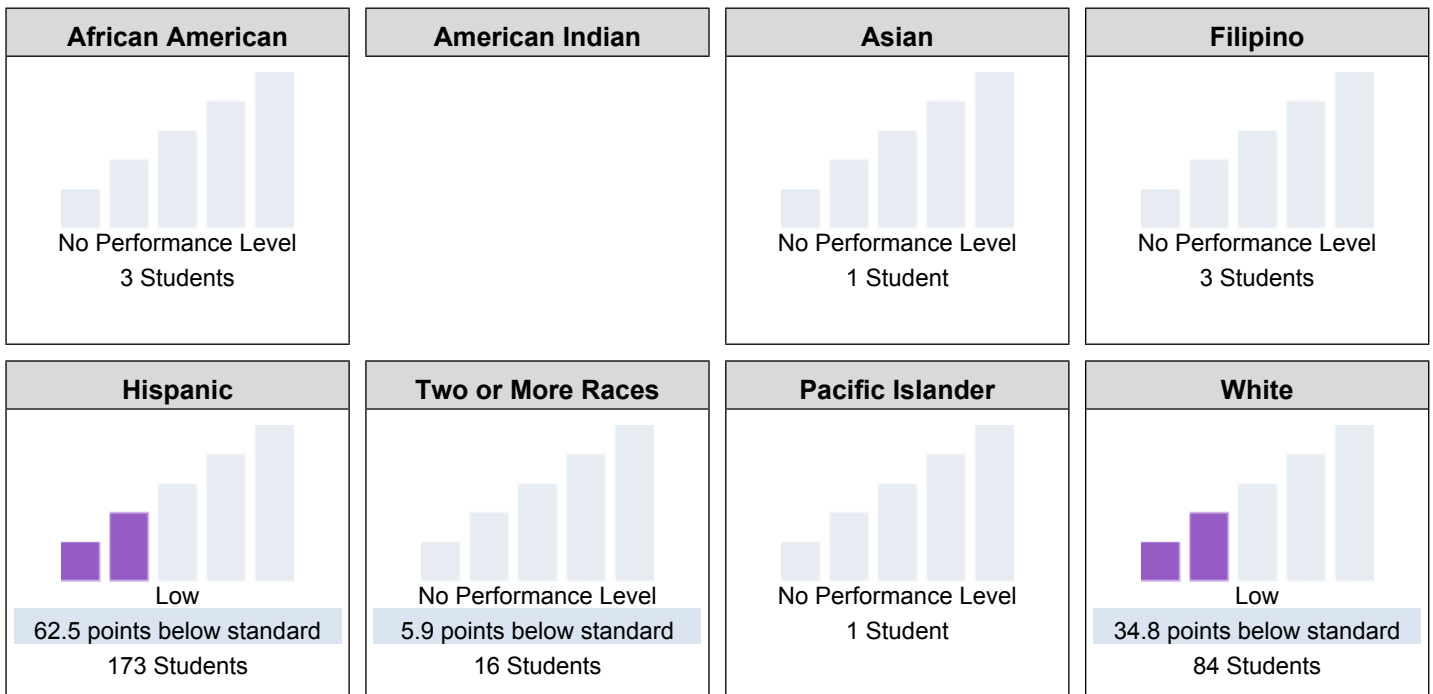
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p style="background-color: #e6f2ff;">100.3 points below standard</p> <p>40 Students</p>	<p style="background-color: #e6f2ff;">37.5 points below standard</p> <p>19 Students</p>	<p style="background-color: #e6f2ff;">41.7 points below standard</p> <p>224 Students</p>

**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.

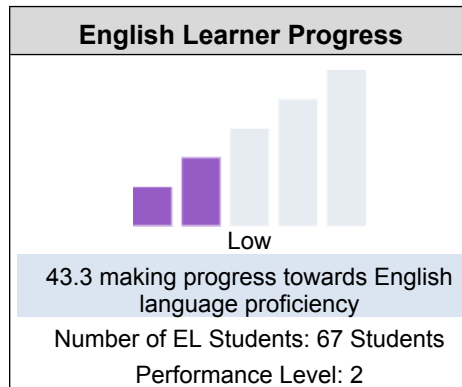
# School and Student Performance Data

## 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



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:

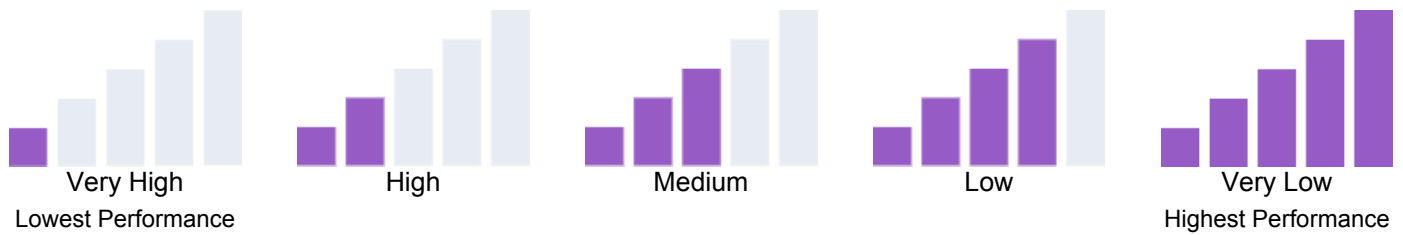
- Overall English Learners (EL) are making progress. 32.8% of English Learners maintained the current level.
- Overall English Learners (EL) are making progress. 32.8% of English Learners progressed at least one level.
- Continued access to challenging text (Wonders, Collections, English 3D) will increase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

# School and Student Performance Data

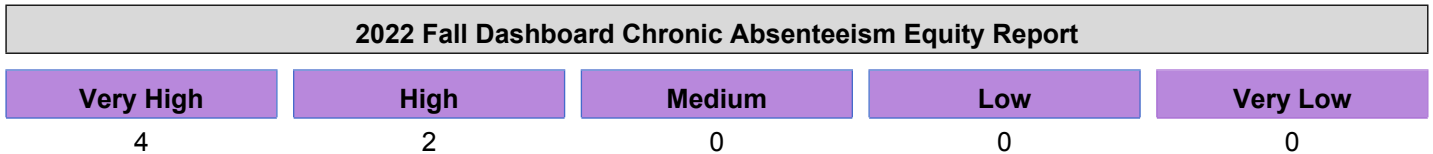
## Academic Engagement Chronic Absenteeism

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](#).

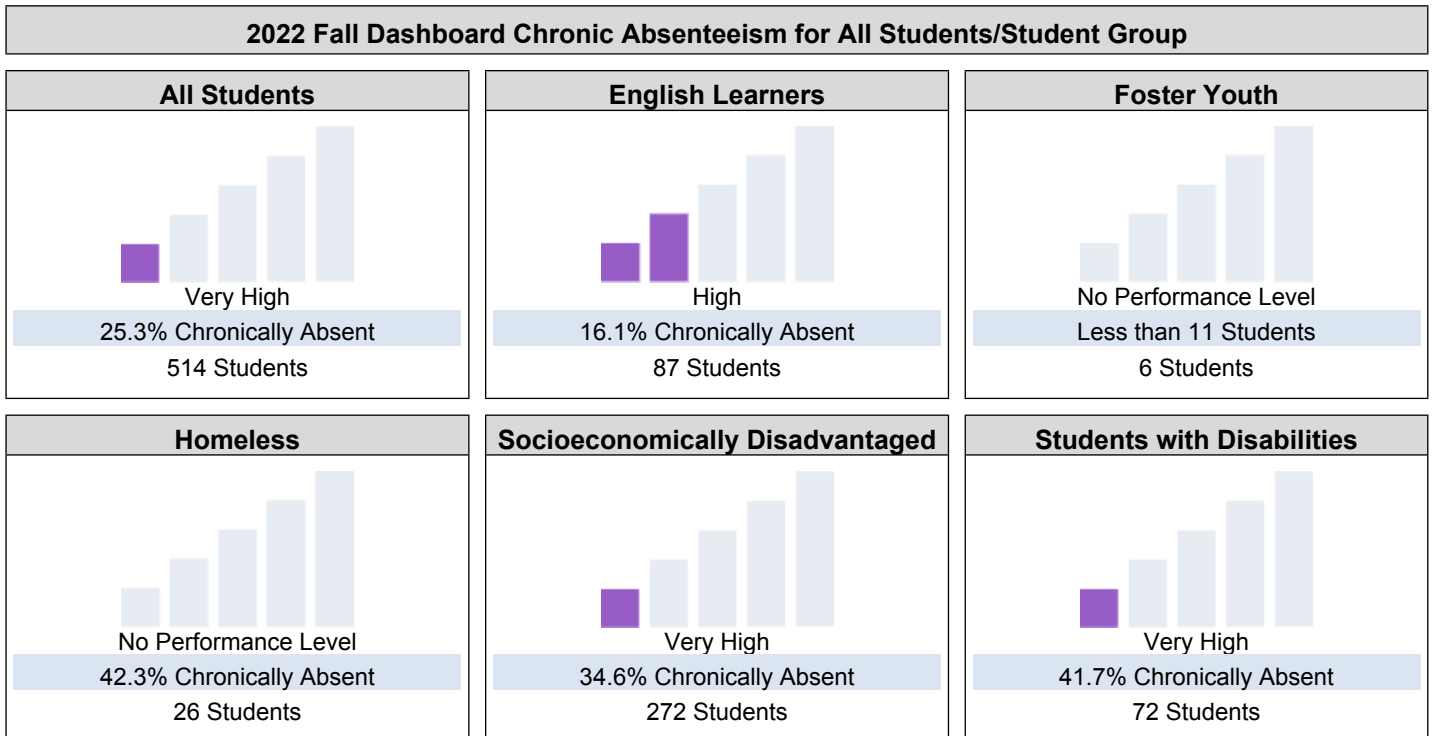
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

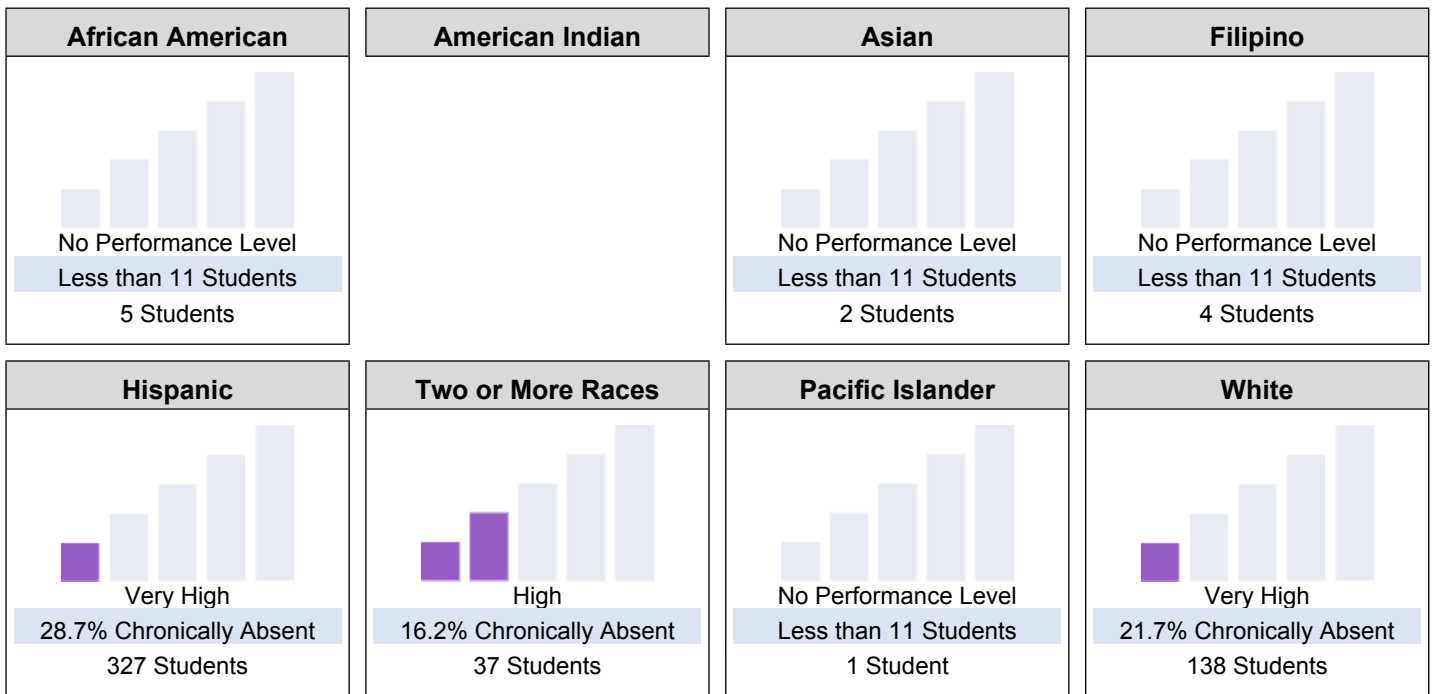


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

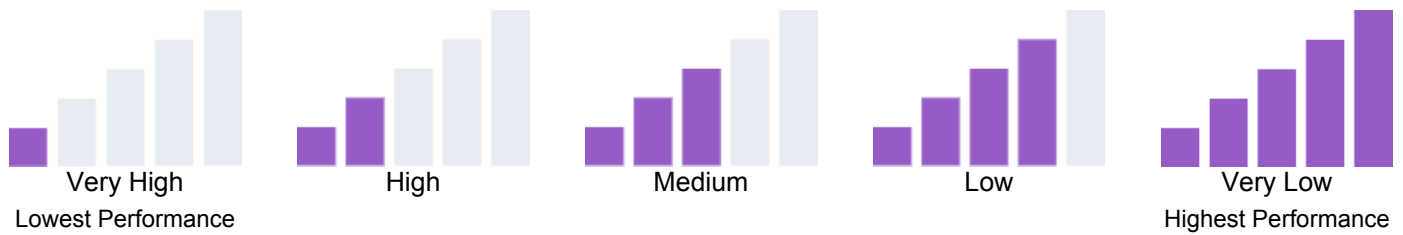
1. Of the student groups, Socioeconomically Disadvantaged and Students with Disabilities have the highest rate of chronic absenteeism (34.6% and 41.7%).
2. The English Learners subgroup has the lowest percentage of chronic absenteeism at 16.1%.
3. The All Students group has a chronic absenteeism rate 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

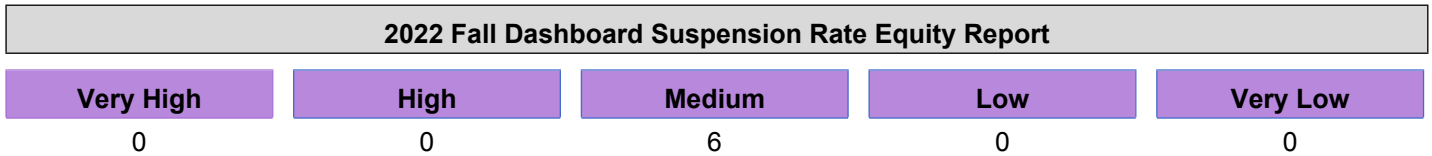
## Conditions & Climate Suspension Rate

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](#).

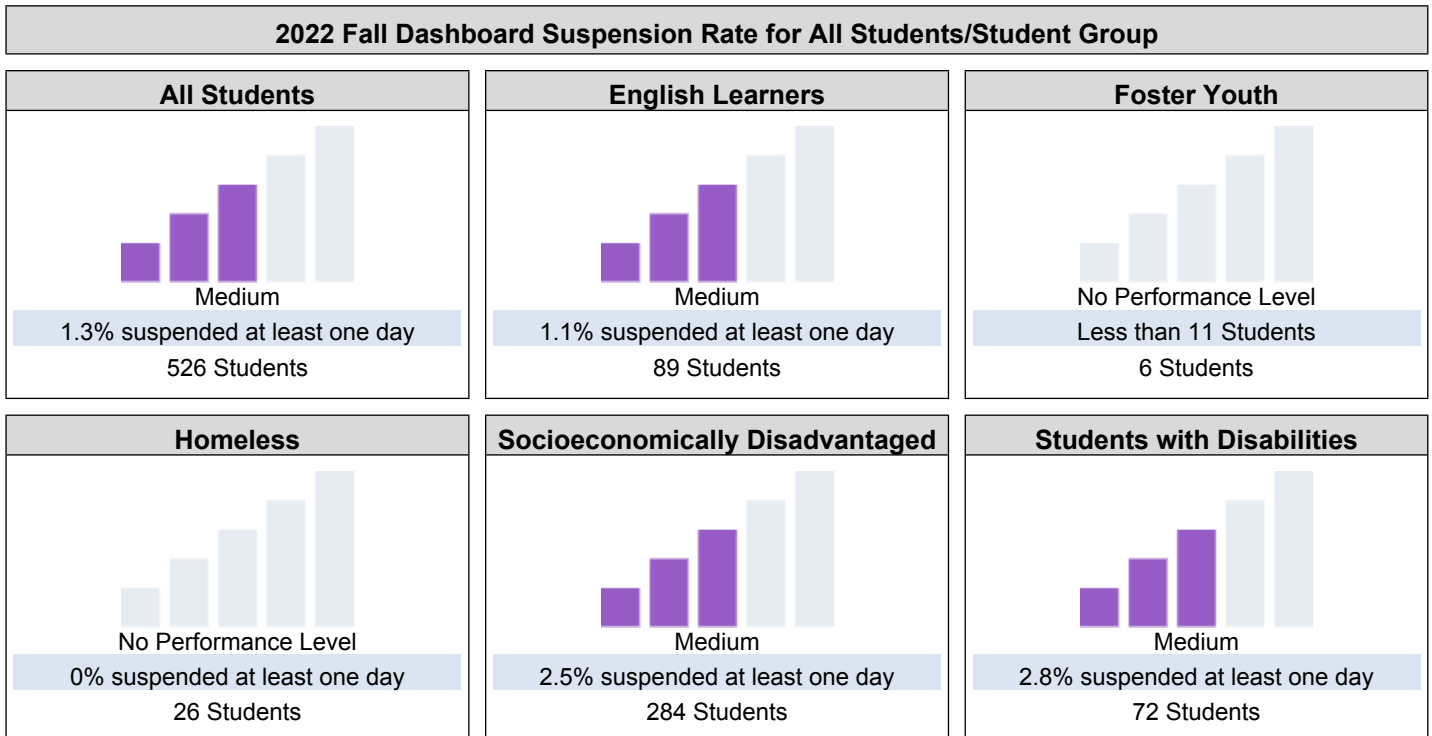
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



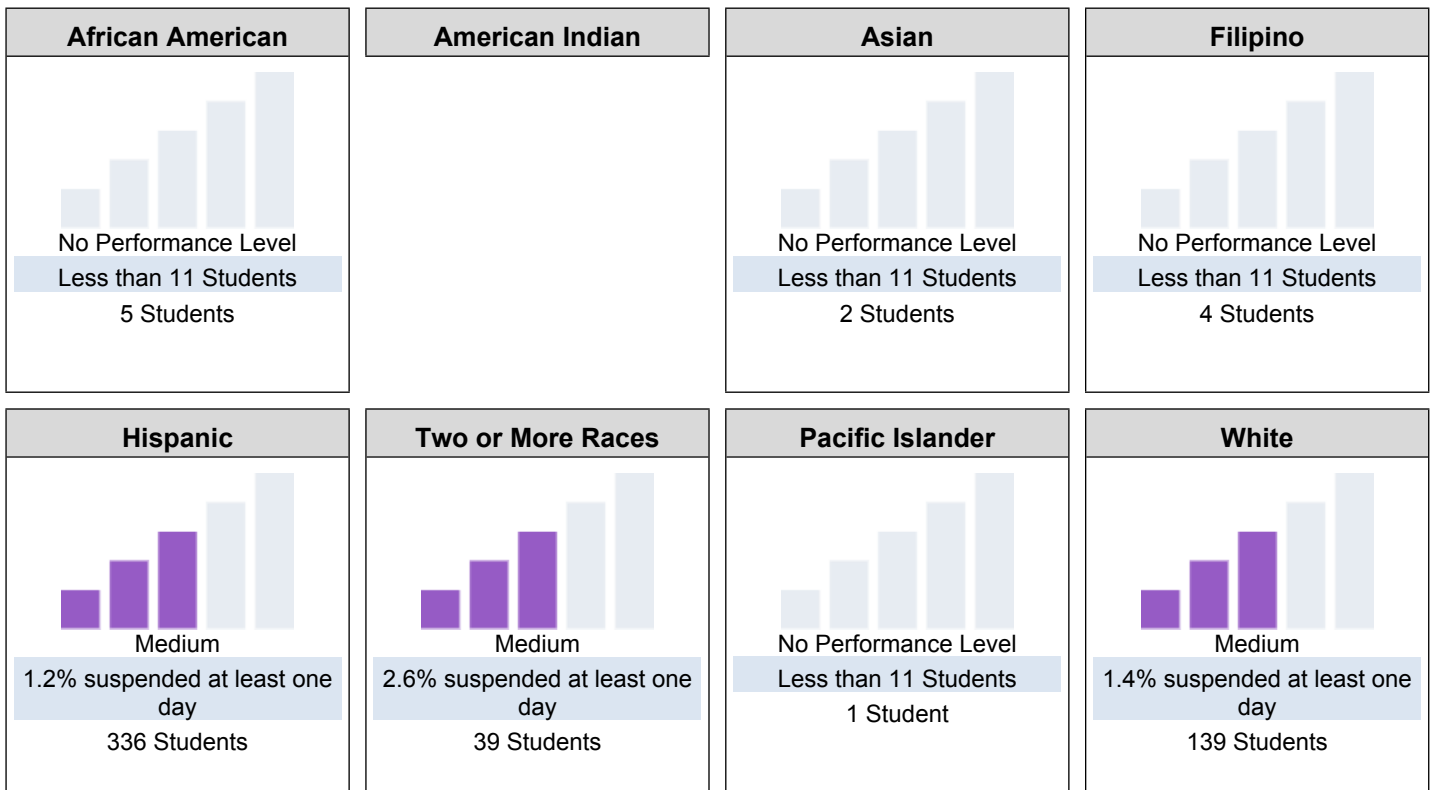
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**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 school year was 3%. Achieving 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
<p>Results from Spring 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.</p>	<p>The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the 2023 CAASPP state standards-aligned test (SBAC) will increase by 5% for all students and sub-groups</p> <p>Spring 2023 Goal                      All Students: 42%                      Hispanic: 33%                      Socioeconomically Disadvantaged: 25%                      English Learners: 5%                      Ever-EL: 21%                      Students with Disabilities: 12%</p>	<p>Spring 2023 Results CAASPP ELA:</p> <p>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)</p> <p>White: 41%                      Reclassified (RFEP): 50%                      Foster Youth: 43%                      Homeless Youth: 23%</p>
<p>Results from Spring 2023 NWEA MAP Growth results for 1st-6th grade students.</p>	<p>The percentage of students scoring "Hi, HiAvg. and Average" will increase by 10% as measured by 2023 NWEA MAP Growth Reading Assessment.</p> <p>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</p>	<p>Spring 2023 NWEA MAP Growth Reading Assessment. Results:</p> <p>ALL STUDENTS:                      54% Hi and HiAvg and Average</p> <p>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)</p> <p>Explanation of "Hi, HiAvg and Avg":                      These terms reflect Quintiles: Five percentile levels based on NWEA normative data: 1st–20th (Low),</p>

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	<p>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%</p> <p>Goal for Spring 2023: 60% of students scoring at "At or Above" benchmark as measured by Acadience Composite Assessment.</p>	<p>K Acadience Reading Assessment Composite Score Results for Spring 2023:</p> <p>51% of students scored "At or Above" benchmark as measured by Acadience Composite Assessment. (Goal not met)</p>

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades 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</p>	<p>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.</p> <p>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.</p> <p>Teachers were offered after school training sessions on ELA Tier 1 instruction, ELA intervention, and English Language Development (ELD). These professional learning opportunities included</p>	<p>Teachers will meet during designated PLC time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF-Supplemental Funds None Specified District Funded 0</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p> <p>TOSA Salary/Benefits 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>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</p> <p>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</p> <p>TOSA team supported the implementation of ELA core curriculum and the ELA/reading intervention program. 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>maintain a high level of rigor.</p> <p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. 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.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners. Provide additional materials, including technology</p>	<p>sessions on planning and pacing the ELA curriculum and standards, providing reading intervention, and analyzing student writing.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
and/or software, to supplement the California State Standards.			
<p>B. PLCs/Progress Monitoring</p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.</p> <p>In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.</p> <p>The school will utilize the Music, Art, and P.E.</p>	<p>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.</p> <p>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.</p> <p>Teachers utilized student data analysis to determine which students benefitted from further review at Student Success Team meetings.</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p> <p>Specials Teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>PLC/Staff Meeting time will be used to debrief book study from the book What Great Teachers Do Differently None Specified District Funded 0</p>	<p>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</p> <p>Specials classes (Music, Art and PE) were used to provide weekly PLC time for classroom teachers. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>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</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>			
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program.</p> <p>Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities</p>	<p>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.</p> <p>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.</p> <p>Students who do not attend SIPPS classes receive intervention/enrichment in the classroom during this time ("Target Time").</p>	<p>Intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 24,752.00</p> <p>Intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 37,920.00</p> <p>STAR/Accelerated Reading Program 4000-4999: Books And Supplies LCFF - Supplemental 2800.00</p>	<p>SIPPS intervention groups offered four days per week for identified students. SIPPS groups lower class size during "Target Time" while all other students receive reading instruction at their individual reading levels. 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 31,302.00</p> <p>SIPPS intervention groups offered four days per week for identified students. SIPPS groups lower class size during "Target Time" while all other students receive reading instruction at their individual reading levels. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 46,398.00</p> <p>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 program to</p>



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

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

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
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6- 8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students.</p> <p>District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and</p>	<p>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.</p> <p>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.</p>	<p>TOSA/District funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>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</p> <p>Materials for participation in Math</p>	<p>TOSAs continued to support classroom teachers with implementation of the math curriculum. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>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</p> <p>Math club and math bowl team supplies.</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
to maintain a high level of rigor.	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.	Superbowl 4000-4999: Books And Supplies LCFF - Supplemental 250.00	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
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.	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class to support math instruction. 2000-2999: Classified Personnel Salaries District Funded 0
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.	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 essential math standards during tier 1 instruction and intervention math lessons.	District Professional Development opportunities for teachers to attend training 5800: Professional/Consulting Services And Operating Expenditures 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
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	TOSAs continued to support classroom teachers with implementation of the	District adopted curriculum, student assessments and teacher collaboration. 1000-1999: Certificated Personnel Salaries 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
<p>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,</p> <p>The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>The school will provide opportunities for math enrichment including a team for the North County Math Super Bowl.</p> <p>Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 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.)</p>	<p>math curriculum. TOSAs offered afterschool professional development sessions on Zearn/Eureka Math.</p> <p>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.</p> <p>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).</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>B. PLC/Progress Monitoring</p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. 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.</p> <p>In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.</p>	<p>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.</p> <p>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.</p>	<p>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</p> <p>Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p>	<p>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</p> <p>Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn/Eureka Math to bolster students' skills in math and to differentiate for students based on their achievement levels in math.</p> <p>The district math consultant and TOSAs will provide support for identification of and training in effective, research based interventions for struggling math students increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.</p> <p>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</p>	<p>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.</p> <p>Teachers utilized student data analysis to determine which students benefitted from further review at Student Success Team meetings.</p>	<p>Online Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p> <p>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</p>	<p>Digital supplemental math programs provided by the district included Zearn and Edgenuity Pathblazer. These programs were utilized for individualized math intervention and enrichment. 4000-4999: Books And Supplies District Funded 0</p> <p>Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p> <p>Materials purchased to support a focus on math facts, math engagement (math manipulatives) and math vocabulary. 4000-4999: Books And Supplies LCFF - Supplemental 1600.00</p>

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

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	<p>Over 98% of parents will participate in Parent Square.</p> <p>The student survey will show the percentage of students who indicated it was "pretty much true" or "very much true" on each listed category: 85% that there were adults at school we really care about them, 80% of students indicated that someone notices when they are not there, 80% of adults listen to when I have something to say, 78% indicated there is an adult there for me if I have a problem or concern, and 85% of students believe that there are adults at school who believe that they will be a success. Parent survey results will positively increase to the indicated percentage:</p> <p>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.</p>	<p>Fall 2023 Result: 522 families have contactable data in Parent Square. (99% of families are enrolled in Parent Square)</p> <p>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% indicated 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.</p> <p>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.</p>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at the onset of the 2022-2023 school year. Provide services such as childcare and alternate meeting location (including virtual options) when needed.</p> <p>Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.</p> <p>Regular lessons in social/emotional learning will be planned, as the district will be implementing SEE Learning during the school year. (SEE Learning has been piloted during summer programs.)</p> <p>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.</p> <p>Parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year.</p>	<p>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.</p> <p>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 &amp; craft family nights also were well attended.</p> <p>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 to train others in the curriculum.</p> <p>At Shaw Elementary, focus was placed on providing materials in</p>	<p>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</p> <p>Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p> <p>Bilingual Community Liaisons will be available to provide interpretation for meetings. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Information 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</p> <p>Social Emotional 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</p> <p>Bilingual Community Liaisons provided interpretation for meetings. 2000-2999: Classified Personnel Salaries District Funded 0</p>

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.		
<p><b>B. Involve Parents in Planning and Decision Making</b></p> <p>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.</p> <p>Translate materials and provide interpreters to make phone calls and assist at events/meetings.</p>	<p>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.</p> <p>At Shaw Elementary, 99% of families have current contact information in Parent Square. This platform is used for schoolwide posts, individual messgaing and parent sign-ups for acitivites such as conferences and volunteer activities.</p>	<p>Effective communication tools to increase parent involvement, including but not limited to Parent Square. 5000-5999: Services And Other Operating Expenditures District Funded 0</p> <p>Bilingual Community Liaison to assist with interpretation, parent phone calls, and meetings. 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Child Care for Title 1/SSC/ELAC Meetings 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>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</p> <p>Bilingual Community Liaison assists with interpretation, parent phone calls, and meetings. 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Child care provided for in-person meetings (ELAC) 2000-2999: Classified Personnel Salaries District Funded 0</p>
<p><b>C. Support for Families</b></p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, and/or online (website and social media) posts.</p> <p>The district will provide a range of parent education offerings via Zoom and other virtual platforms</p>	<p>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.</p> <p>The Youth Well Collaborative of Santa Barbara County also has posted on YouTube recordings of numerous past parent workshops on a range of pertinent</p>	<p>Funds for speaker and other expenses associated with the cost of parent education events. None Specified District Funded 0</p> <p>Child Care for Parent Education Events 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Parent education nights were not provided by the school site (The district did provide some parent education classes) None Specified District Funded 0</p> <p>The district provided parent education classes. Child care was provided during in-person meetings. None Specified None Specified 0</p>

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
<p>A. School Culture</p> <p>At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.</p> <p>The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and</p>	<p>At Shaw Elementary the PBIS system is focused on four main traits (SOAR):</p> <ul style="list-style-type: none"> <li>Stay Engaged</li> <li>Offer Kindness</li> <li>Accept Responsibility</li> <li>Respectful Always</li> </ul> <p>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</p>	<p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 250.00</p> <p>Materials and supplies for performances, events, and activities to support extracurricular activities None Specified LCFF - Supplemental 250.00</p>	<p>Materials were purchased and provided for PBIS Incentives. 4000-4999: Books And Supplies LCFF - Supplemental 2857.00</p> <p>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</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council, 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.</p>	<p>tickets to students as incentives/rewards for positive behavior. The principal and office staff tracked Office Discipline Referrals on Educlimber to see trends.</p> <p>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.</p> <p>The PTA planned school events that were well attended.</p>		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
<p>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.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or for students who have qualified for Special Education Services the district psychologist.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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).</p>	<p>a school based PPS credentialed counselor) 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Counseling Services (Tier 1 - Counseling with School Psychologist) 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>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</p> <p>Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p>	<p>counselor provided 3 days per week. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Counseling Services (Tier 1 - Counseling with School Psychologist) - provided and available 2.5 days per week. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Consultation and support from District Behavior Specialist provided 1.5 days per week. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>SEE Learning curriculum and professional development provided to all teachers. 4000-4999: Books And Supplies District Funded 0</p>
<p>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).</p>	<p>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).</p>	<p>Character and Health education None Specified District Funded 0</p> <p>School Nurse and District Personnel Salary 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>Health education/Drug education was provided (Too Good for Drugs-grades K-5/ DARE-grade 6) None Specified Donations 0</p> <p>School nurse and health assistant provided for student support 1000-1999: Certificated Personnel Salaries District Funded 0</p>

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, consistent 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
	<p>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).</p> <p>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</p>	<p>normative data: 1st–20th (Low), 21st–40th (LoAvg), 41st–60th (Avg), 61st–80th (HiAvg), and greater than 80th (Hi).</p> <p>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</p>
<p>Spring 2023 Acadience assessment for Kindergarten</p>	<p>The percentage of Kindergarten students at the "At or Above" benchmark as measured by Acadience Composite Assessment.</p> <p>K ELA Baseline from Spring 2023: 51% of students scored "At or Above" benchmark as measured by Acadience Composite Assessment.</p>	<p>By Spring 2024 the percentage of Kindergarten students at the "At or Above" benchmark as measured by Acadience Composite Assessment will increase by 10%</p> <p>K ELA Goal for Spring 2024: 61% of students scoring at "At or Above" benchmark as measured by Acadience Composite Assessment.</p>

## 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

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

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

<b>Amount</b>	50,000
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention instruction by hourly teachers
<b>Amount</b>	5000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Programs including classroom materials, books, and technology
<b>Amount</b>	2000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	STAR/Accelerated Reading Program
<b>Amount</b>	3600
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development 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.	<p>Spring 2023 Results of students who scored "Hi, HiAvg, and Average" (top three Quintiles) as measured by the Spring 2023 NWEA Math Assessment.</p> <p>Baseline from Spring 2023 NWEA assessment:  <b>ALL STUDENTS:</b>            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</p> <p>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).</p>	<p>The percentage of students scoring in the top three Quintiles will increase by 10%, as measured by Spring 2023 NWEA Math Assessment.</p> <p>Goal for Spring 2024 NWEA assessment:  <b>ALL STUDENTS:</b>            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</p> <p>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).</p>
Kindergarten achievement as reflected on Universal Screener for Number Sense (USNS).	<p>Results from Fall 2023 Math Assessments as reported on the Universal Number Sense Screener: Increase the percentage of students scoring proficient on by 10%.</p> <p>K Math Fall 2023 Results:            Percentage of Kindergarten students scoring proficient: 51%.</p>	<p>Results from Spring 2024 Math Assessments as reported on the Universal Number Sense Screener:</p> <p>Goal for K Math Spring 2024 from USNS:            Percentage of Kindergarten students scoring proficient : 61%.</p>

## 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

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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	District provided professional development opportunities for teachers .
<b>Amount</b>	3700
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development opportunities provided to teachers in the areas of Math achievement 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 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, English Learners, Foster Youth, Low Income, Title 1

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Online Math programs for Math Intervention and Support/District Funded
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Dr. Michele Douglass, District Math Consultant, as reported under Goal 2 - Strategy 1
<b>Amount</b>	7500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

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

## Strategy/Activity 2

### B. School Programming and Communication with Families

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

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

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance. 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**

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

# 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 participation in Parent Square for school/home communication.  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
	<p>Parent Survey: The parent survey showed the percentage of parents indicated they "agree or strongly agree" on each listed category:</p> <p>93% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school</p> <p>93% indicated that teachers communicate with parents about what students are expected to learn</p> <p>84% of parents feel welcome to be involved in the school</p> <p>88% of parents indicated there is someone at school to talk to with a problem or concern</p> <p>76% of parents indicated school staff take parent concerns seriously</p>	

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the onset of the 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

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

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

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

### Strategy/Activity 3

#### 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 platforms 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

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

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions and Climate: Suspension Rate

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

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

### 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

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

### Strategy/Activity 2

#### B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned: 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

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

## 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 activities 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

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

## Strategy/Activity 4

D. Education in Digital Citizenship

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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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**

<b>Amount</b>	3000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Radios, walkie-talkies, consistent use of PBIS major and minor forms, and other communication devices/supplies to be utilized 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

<b>Budget Reference</b>	<b>Amount</b>
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

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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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **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.

<b>School Name</b>	Joe Nightingale Elementary School
<b>Address</b>	255 Winter Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045777
<b>Principal</b>	Kate McInerney
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 12, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	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, 0.4% American Indian/Alaskan Native, 0.4% Asian, 2.3% Filipino, 1.0% Black/African American, 0.6% Hawaiian/Pacific Islander, 23.0% White, 4.3% Two or More Races, and 5.3% declined to state.

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 Races	4.4%	3.85%	4.17%	31	27	30
<b>Total Enrollment</b>				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
Grade 3	99	101	89
Grade 4	100	98	96
Grade 5	89	92	97
Grade 6	97	86	94
<b>Total Enrollment</b>	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

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		27.66	26.74		46.81	52.33		25.53	20.93
<b>Grade 4</b>		15.96	32.98		56.38	50.00		27.66	17.02
<b>Grade 5</b>		16.48	25.26		60.44	49.47		23.08	25.26
<b>Grade 6</b>		9.52	16.84		61.90	57.89		28.57	25.26
<b>All Grades</b>		17.63	25.41		56.20	52.43		26.17	22.16

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		22.34	24.42		58.51	62.79		19.15	12.79
<b>Grade 4</b>		22.34	26.60		60.64	59.57		17.02	13.83
<b>Grade 5</b>		10.99	24.21		68.13	62.11		20.88	13.68
<b>Grade 6</b>		15.48	22.11		66.67	58.95		17.86	18.95
<b>All Grades</b>		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
<b>K</b>	1377.8	1392.7	1405.4	1392.2	1395.6	1417.9	1344.3	1385.8	1376.4	21	21	28
<b>1</b>	*	1464.6	1451.9	*	1470.9	1463.8	*	1457.7	1439.5	10	12	17
<b>2</b>	*	1487.7	1477.7	*	1489.3	1473.8	*	1485.8	1481.3	8	11	13
<b>3</b>	1490.8	*	*	1503.6	*	*	1477.4	*	*	12	10	10
<b>4</b>	*	1507.7	*	*	1504.5	*	*	1510.2	*	8	11	6
<b>5</b>	*	*	*	*	*	*	*	*	*	10	7	7
<b>6</b>	*	*	*	*	*	*	*	*	*	5	7	7
<b>All Grades</b>										74	79	88

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
<b>K</b>	4.76	4.76	17.86	33.33	42.86	7.14	42.86	23.81	46.43	19.05	28.57	28.57	21	21	28
<b>1</b>	*	16.67	17.65	*	41.67	29.41	*	33.33	35.29	*	8.33	17.65	*	12	17
<b>2</b>	*	27.27	23.08	*	36.36	38.46	*	27.27	23.08	*	9.09	15.38	*	11	13
<b>3</b>	8.33	*	*	58.33	*	*	16.67	*	*	16.67	*	*	12	*	*
<b>4</b>	*	9.09	*	*	54.55	*	*	36.36	*	*	0.00	*	*	11	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	13.51	10.13	20.45	44.59	39.24	28.41	25.68	32.91	30.68	16.22	17.72	20.45	74	79	88

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	14.29	52.38	38.10	14.29	23.81	19.05	42.86	19.05	33.33	28.57	21	21	28
1	*	33.33	29.41	*	25.00	29.41	*	41.67	29.41	*	0.00	11.76	*	12	17
2	*	27.27	23.08	*	45.45	53.85	*	27.27	15.38	*	0.00	7.69	*	11	13
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	28.41	40.54	40.51	29.55	13.51	25.32	26.14	13.51	13.92	15.91	74	79	88

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	7.14	23.81	28.57	7.14	47.62	38.10	46.43	28.57	28.57	39.29	21	21	28
1	*	16.67	0.00	*	33.33	29.41	*	33.33	47.06	*	16.67	23.53	*	12	17
2	*	9.09	23.08	*	36.36	30.77	*	36.36	23.08	*	18.18	23.08	*	11	13
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	6.82	21.62	21.52	23.86	48.65	45.57	39.77	24.32	25.32	29.55	74	79	88

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	14.29	76.19	61.90	60.71	19.05	23.81	25.00	21	21	28
1	*	50.00	47.06	*	50.00	35.29	*	0.00	17.65	*	12	17
2	*	36.36	23.08	*	63.64	61.54	*	0.00	15.38	*	11	13
3	33.33	*	*	50.00	*	*	16.67	*	*	12	*	*
4	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.73	25.32	30.68	55.41	60.76	50.00	14.86	13.92	19.32	74	79	88

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
<b>K</b>	9.52	0.00	10.71	61.90	66.67	53.57	28.57	33.33	35.71	21	21	28
<b>1</b>	*	8.33	23.53	*	83.33	58.82	*	8.33	17.65	*	12	17
<b>2</b>	*	45.45	46.15	*	45.45	46.15	*	9.09	7.69	*	11	13
<b>3</b>	58.33	*	*	33.33	*	*	8.33	*	*	12	*	*
<b>4</b>	*	9.09	*	*	90.91	*	*	0.00	*	*	11	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	44.59	21.52	31.82	37.84	60.76	48.86	17.57	17.72	19.32	74	79	88

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
<b>K</b>	0.00	9.52	10.71	66.67	66.67	53.57	33.33	23.81	35.71	21	21	28
<b>1</b>	*	33.33	17.65	*	50.00	47.06	*	16.67	35.29	*	12	17
<b>2</b>	*	9.09	23.08	*	72.73	46.15	*	18.18	30.77	*	11	13
<b>3</b>	0.00	*	*	58.33	*	*	41.67	*	*	12	*	*
<b>4</b>	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	12.16	10.13	11.36	51.35	55.70	52.27	36.49	34.18	36.36	74	79	88

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
<b>K</b>	14.29	28.57	14.29	38.10	42.86	46.43	47.62	28.57	39.29	21	21	28
<b>1</b>	*	8.33	0.00	*	75.00	88.24	*	16.67	11.76	*	12	17
<b>2</b>	*	27.27	30.77	*	45.45	38.46	*	27.27	30.77	*	11	13
<b>3</b>	0.00	*	*	75.00	*	*	25.00	*	*	12	*	*
<b>4</b>	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	9.46	16.46	14.77	59.46	62.03	59.09	31.08	21.52	26.14	74	79	88

**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.

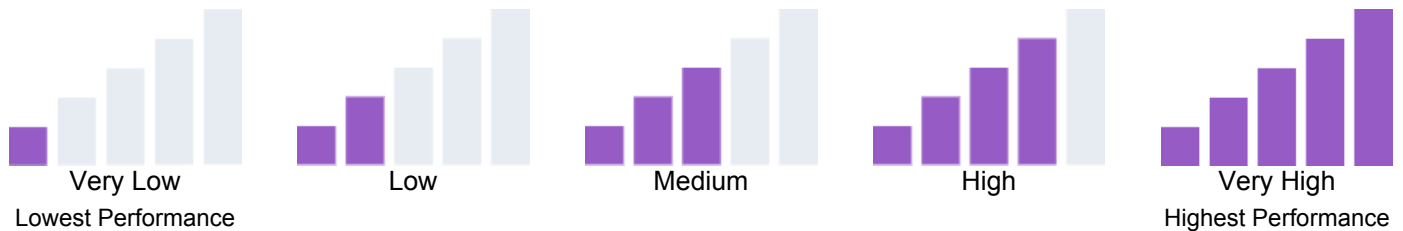


# School and Student Performance Data

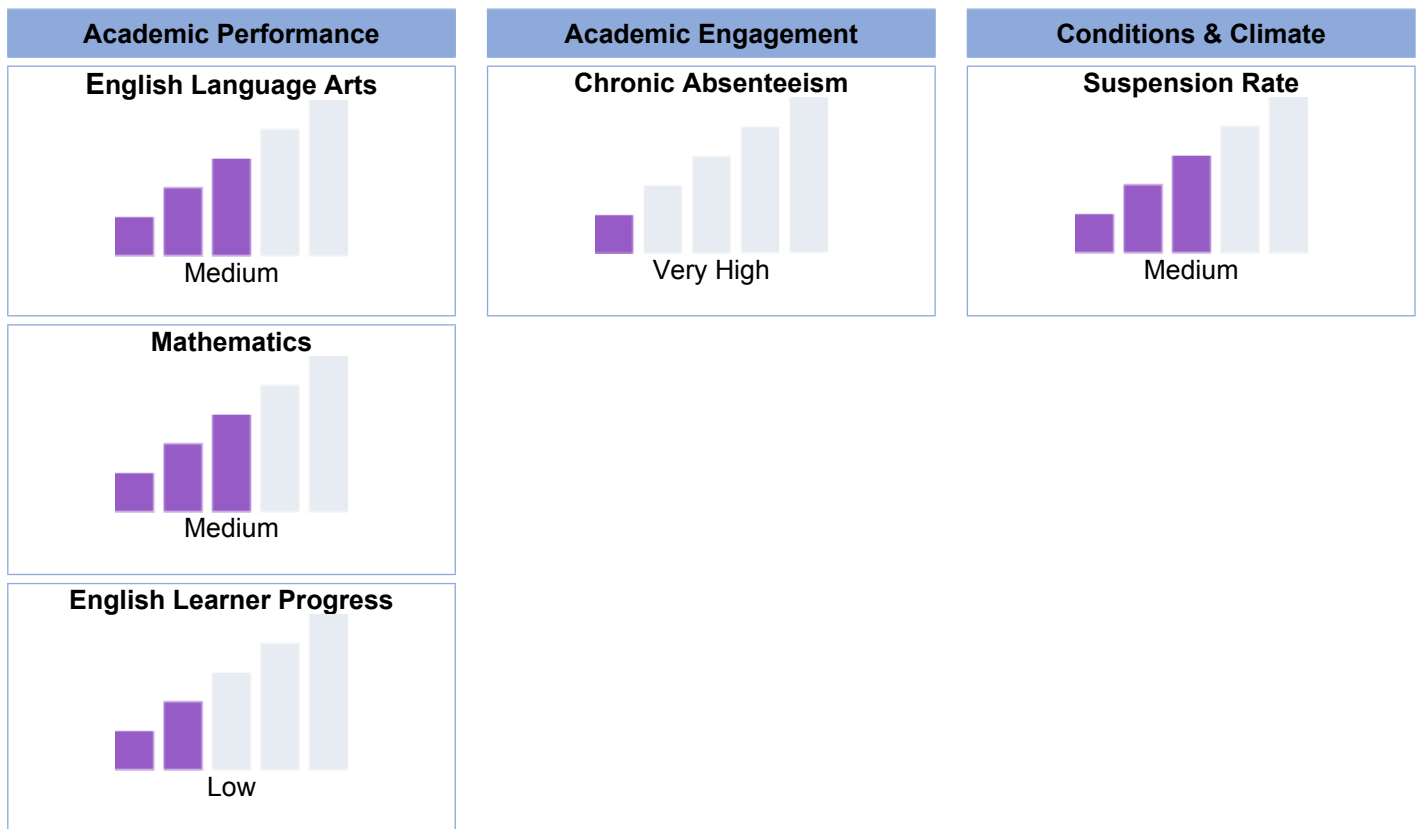
## Overall Performance

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



#### Conclusions based on this data:

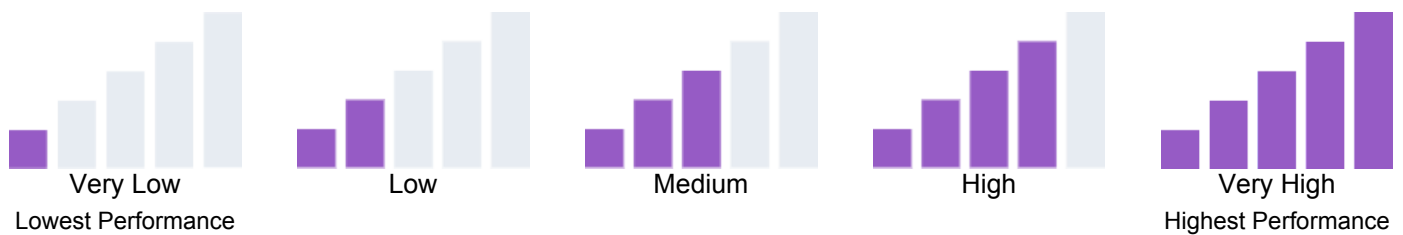
1. English Language Arts performance and Math performance have remained "green" in dashboard ratings.
2. Chronic Absenteeism rate and Suspension rate have gone to the "orange" area of the dashboard.

# School and Student Performance Data

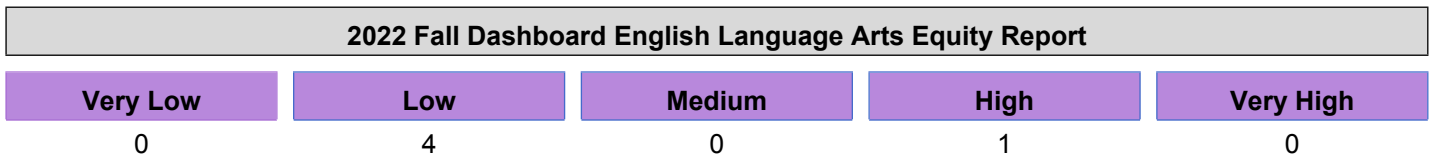
## Academic Performance English Language Arts

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](#).

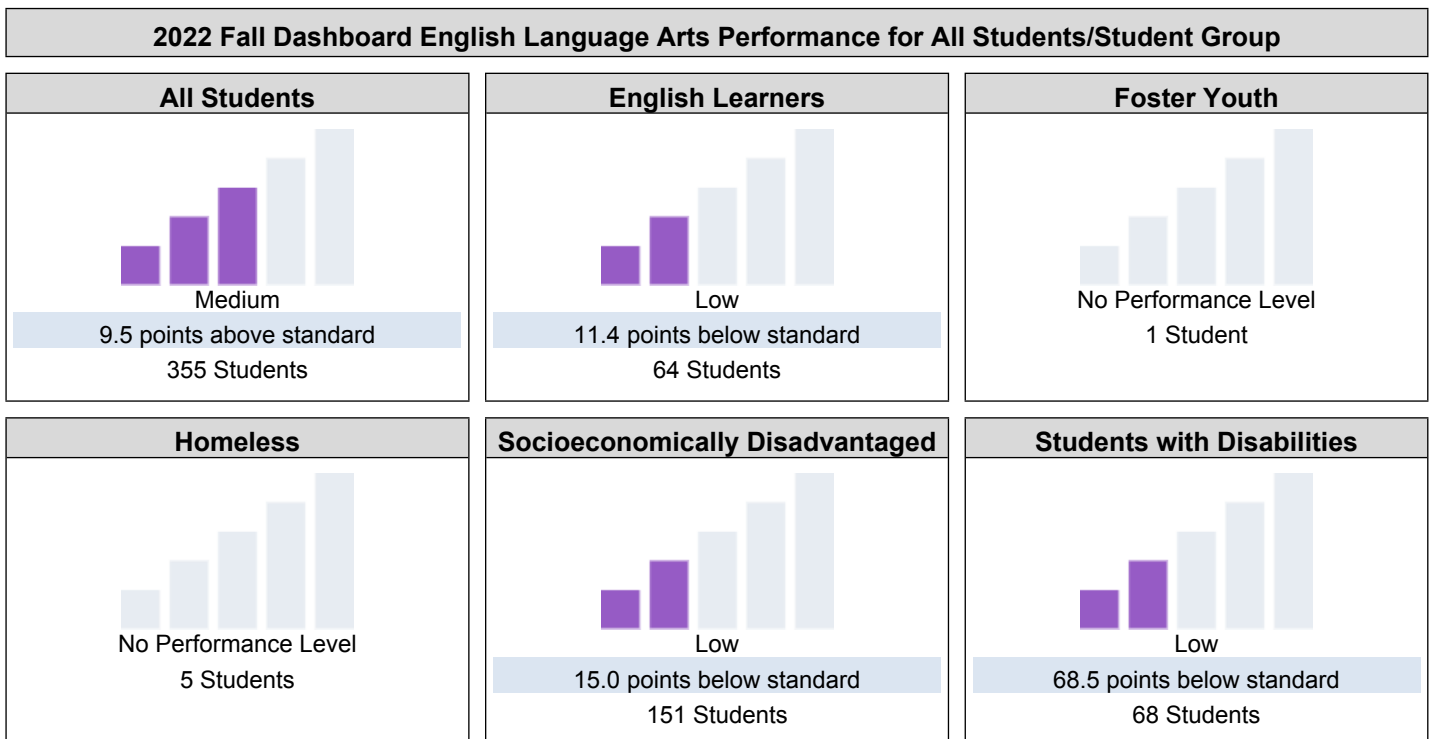
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



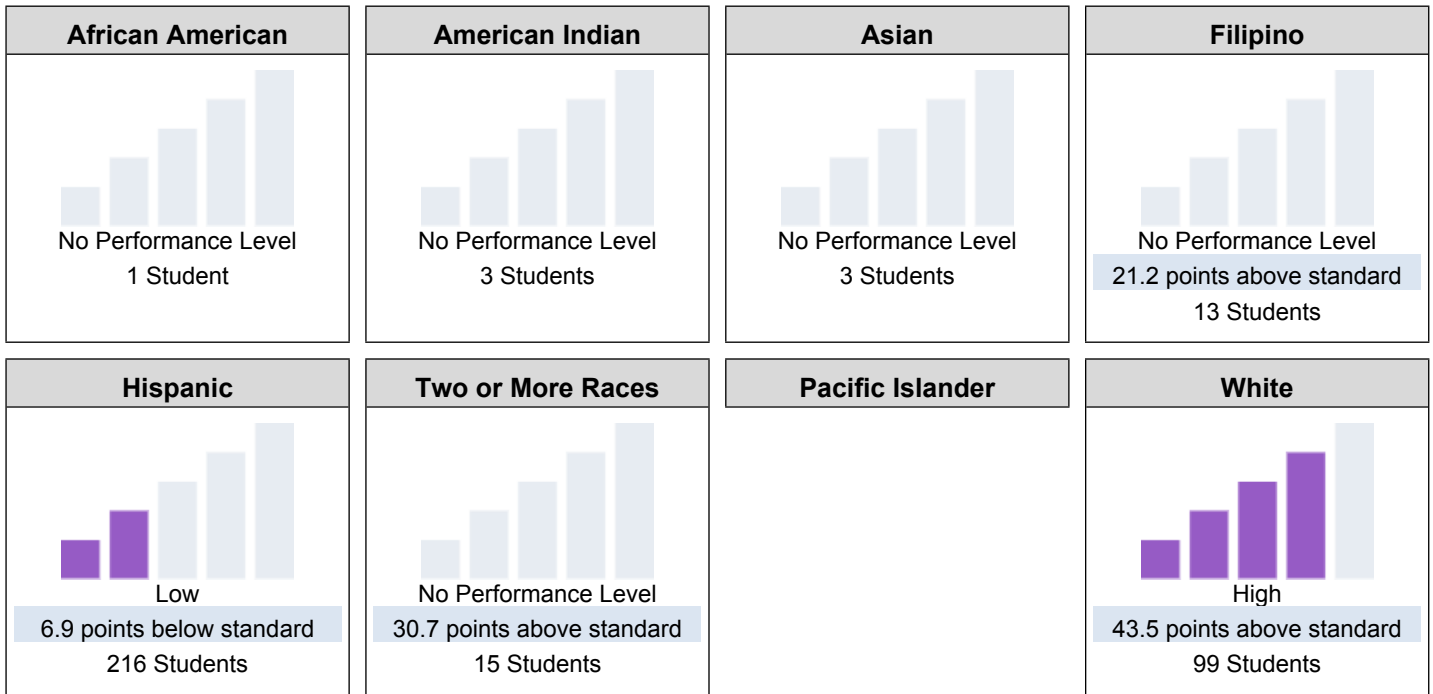
This section provides number of student groups in each level.



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 by Race/Ethnicity**



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	14.9 points above standard	13.6 points above standard
25 Students	39 Students	287 Students

**Conclusions based on this data:**

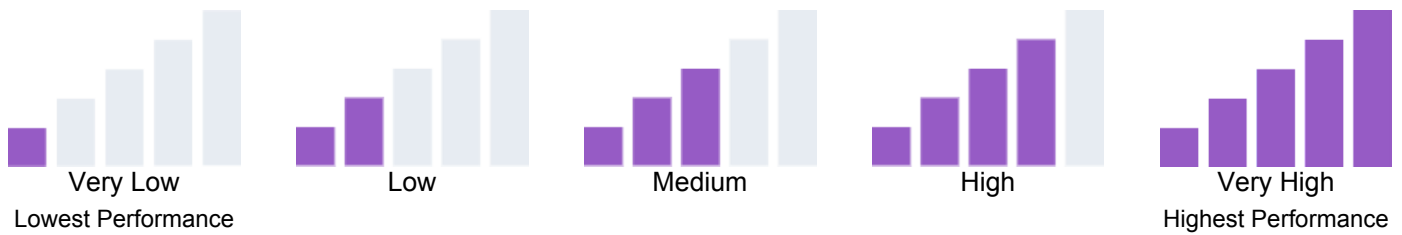
1. In the area of English Language Arts, no subgroup showed growth but the following groups were able to maintain their level of performance: All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, and White students.
2. Current English Learners showed a significant decline in performance in English Language Arts (down 40.8 points).

# School and Student Performance Data

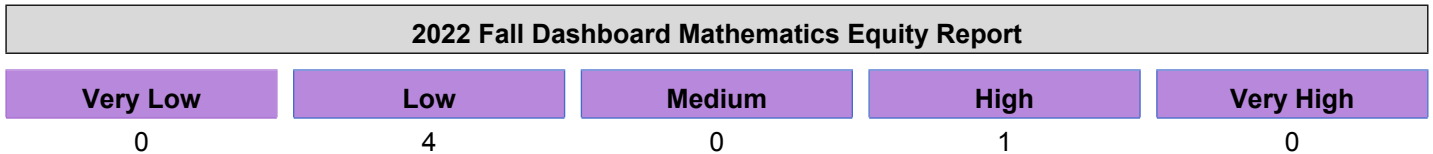
## Academic Performance Mathematics

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](#).

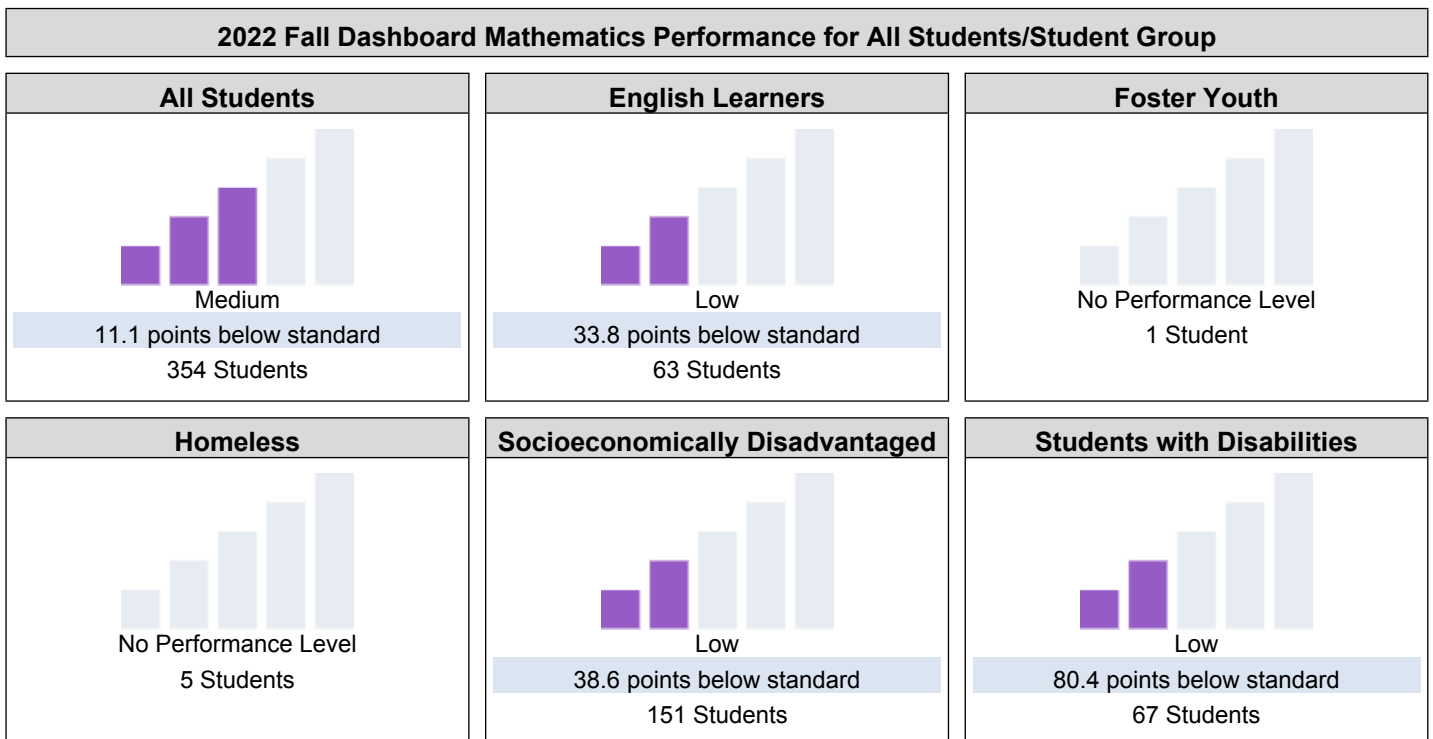
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



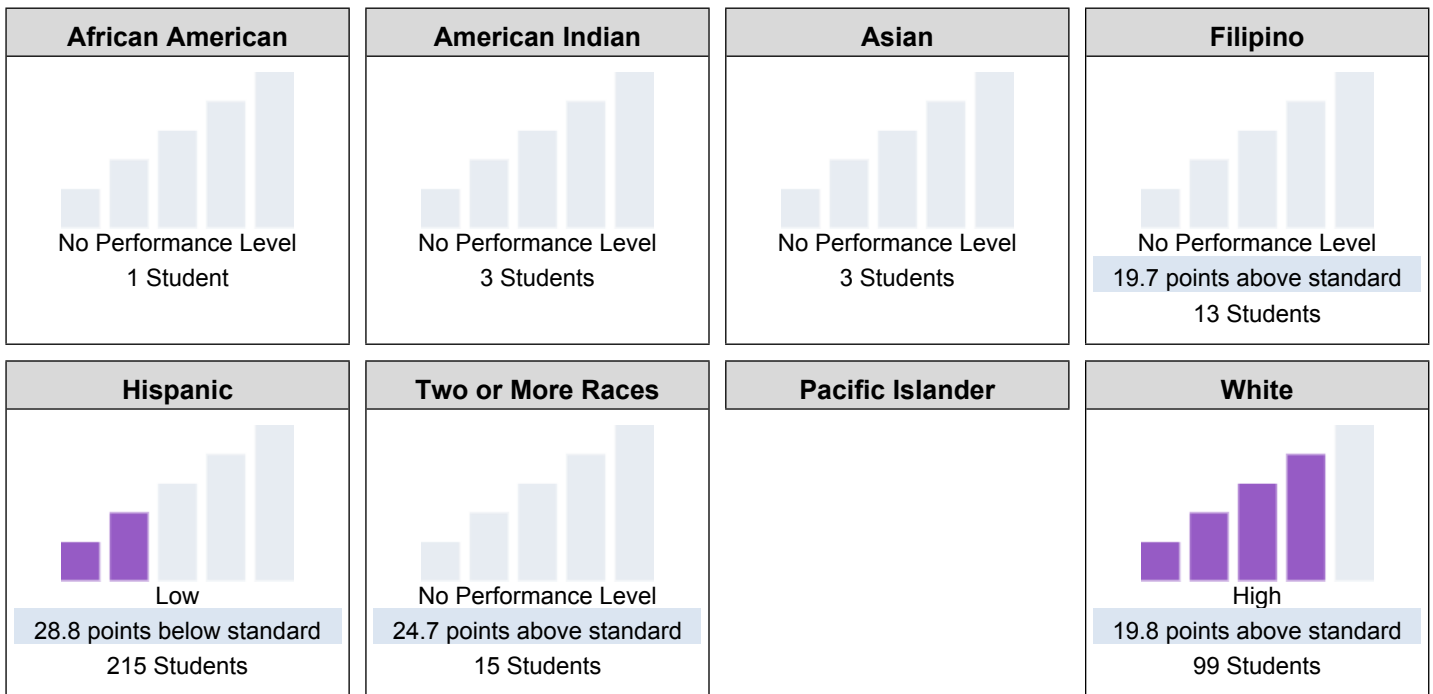
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p style="background-color: #e6f2ff;">69.4 points below standard</p> <p>24 Students</p>	<p style="background-color: #e6f2ff;">11.9 points below standard</p> <p>39 Students</p>	<p style="background-color: #e6f2ff;">6.5 points below standard</p> <p>287 Students</p>

**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).

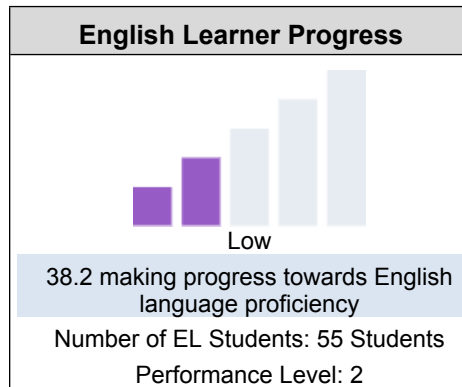
# School and Student Performance Data

## 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



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:

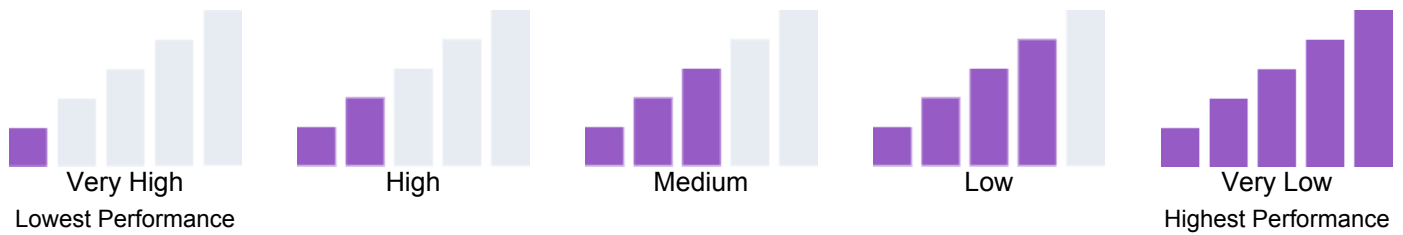
1. A majority of English Learners (53.2%) displayed satisfactory progress toward English proficiency.
2. A small percentage of English Learners (17.7%) declined one level in English proficiency.

# School and Student Performance Data

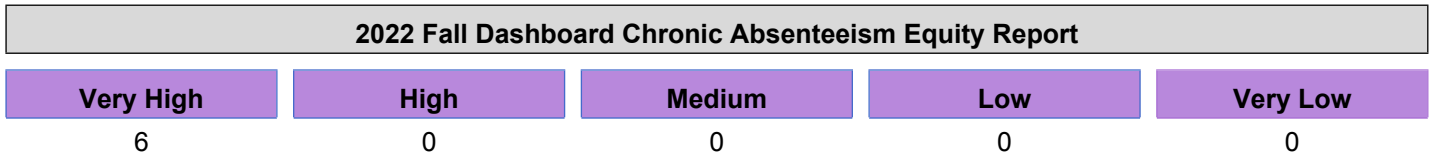
## Academic Engagement Chronic Absenteeism

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](#).

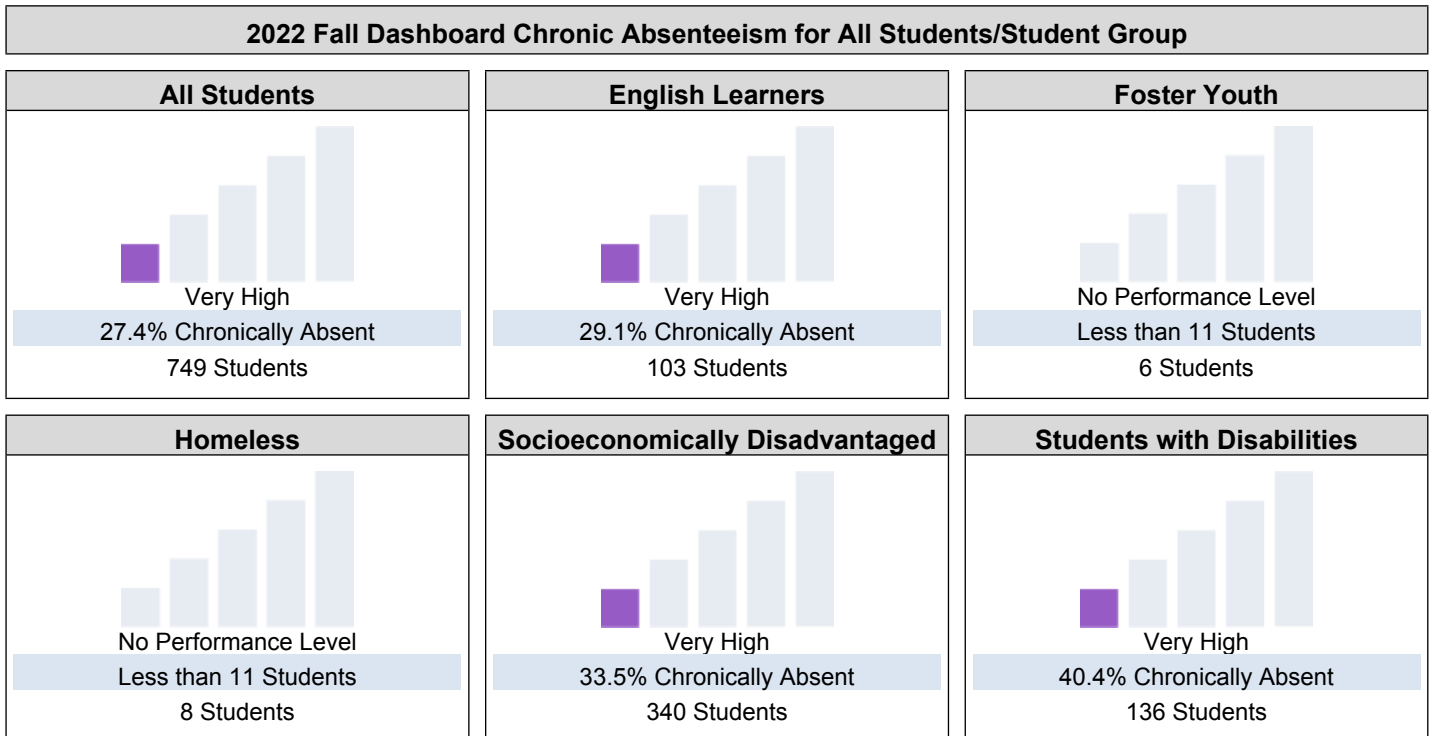
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



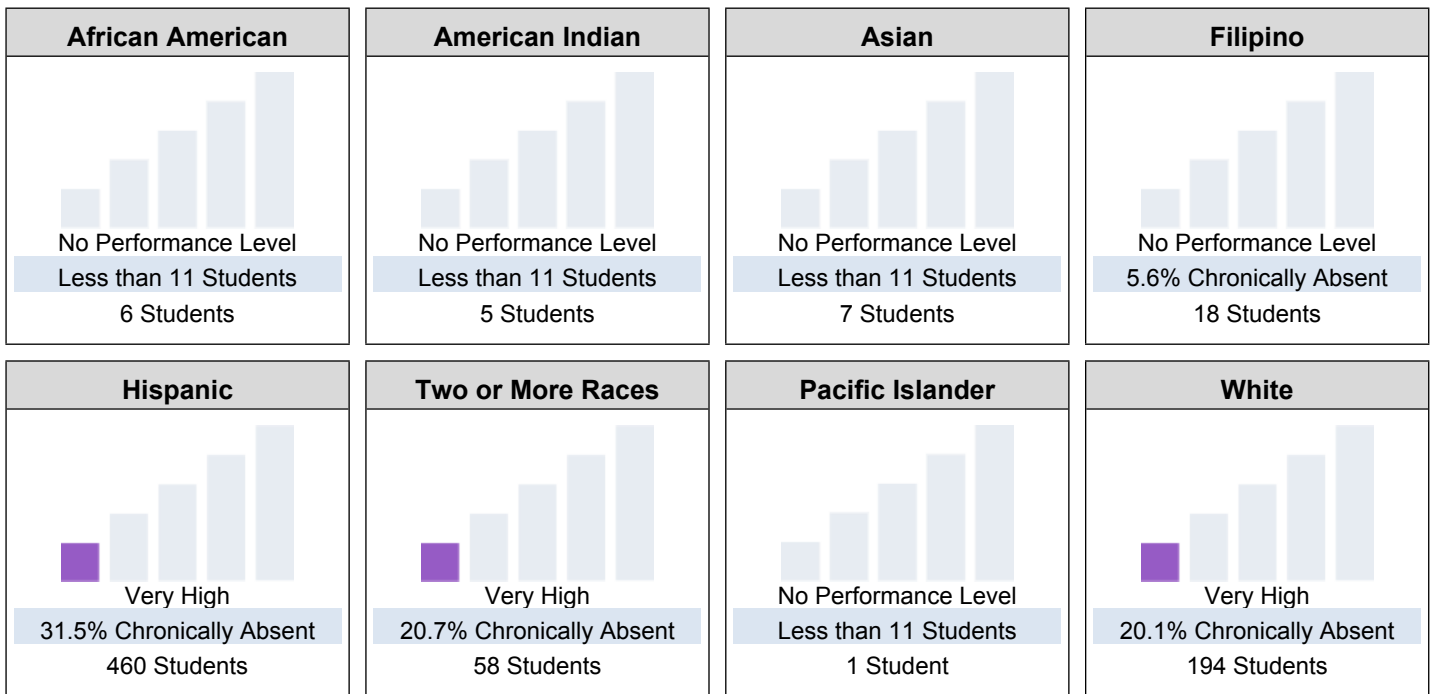
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**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%).

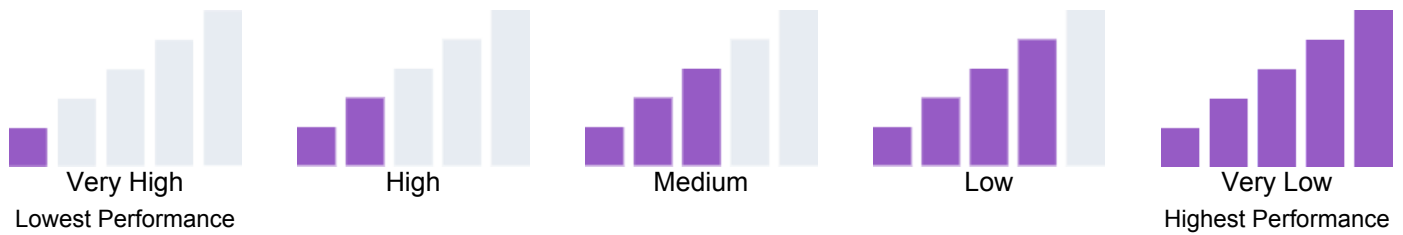


# School and Student Performance Data

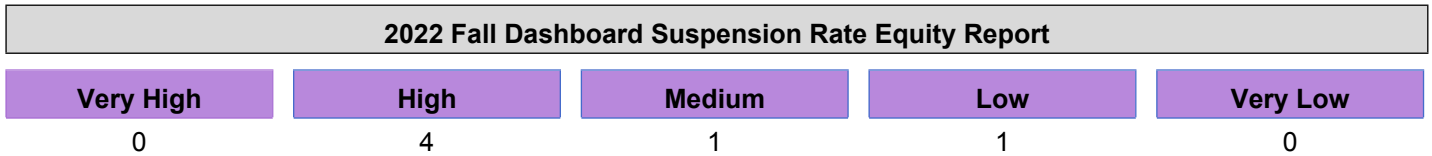
## Conditions & Climate Suspension Rate

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](#).

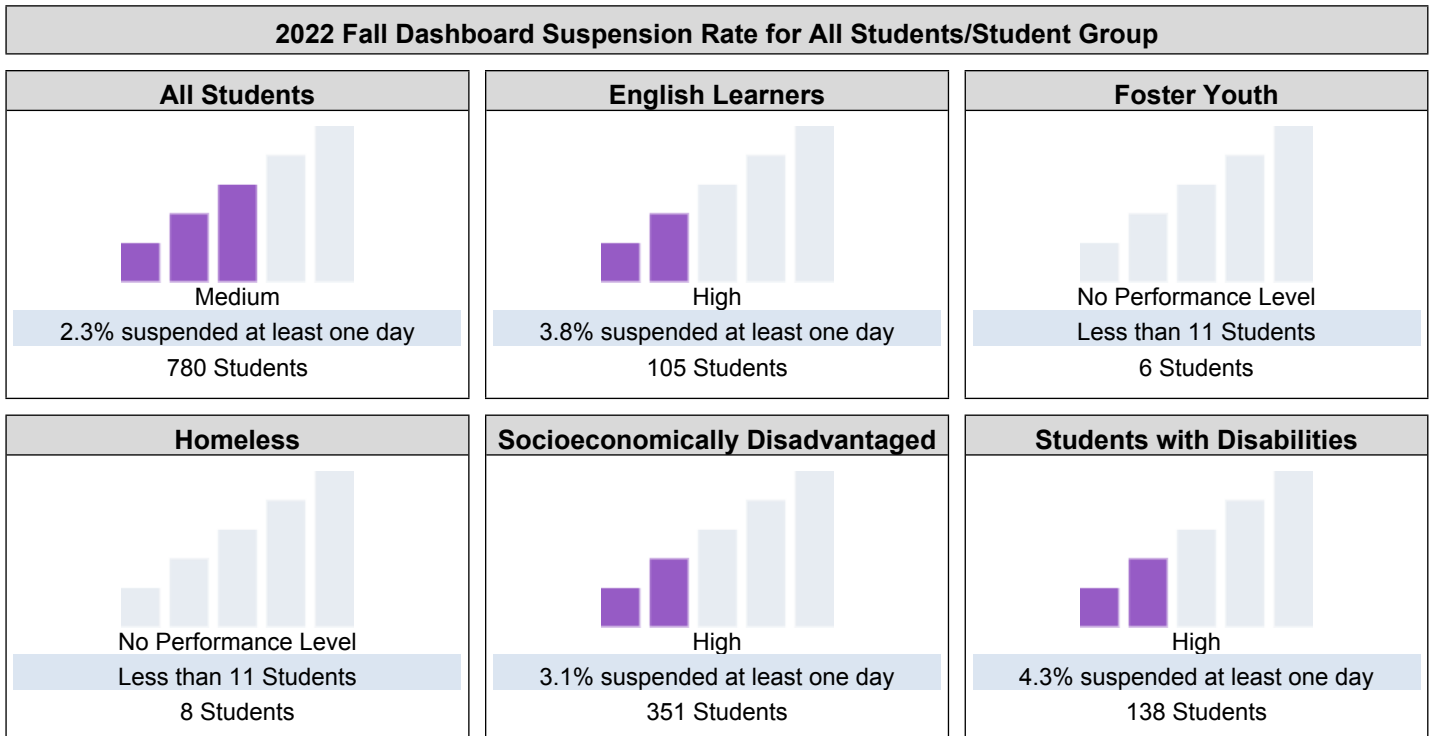
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



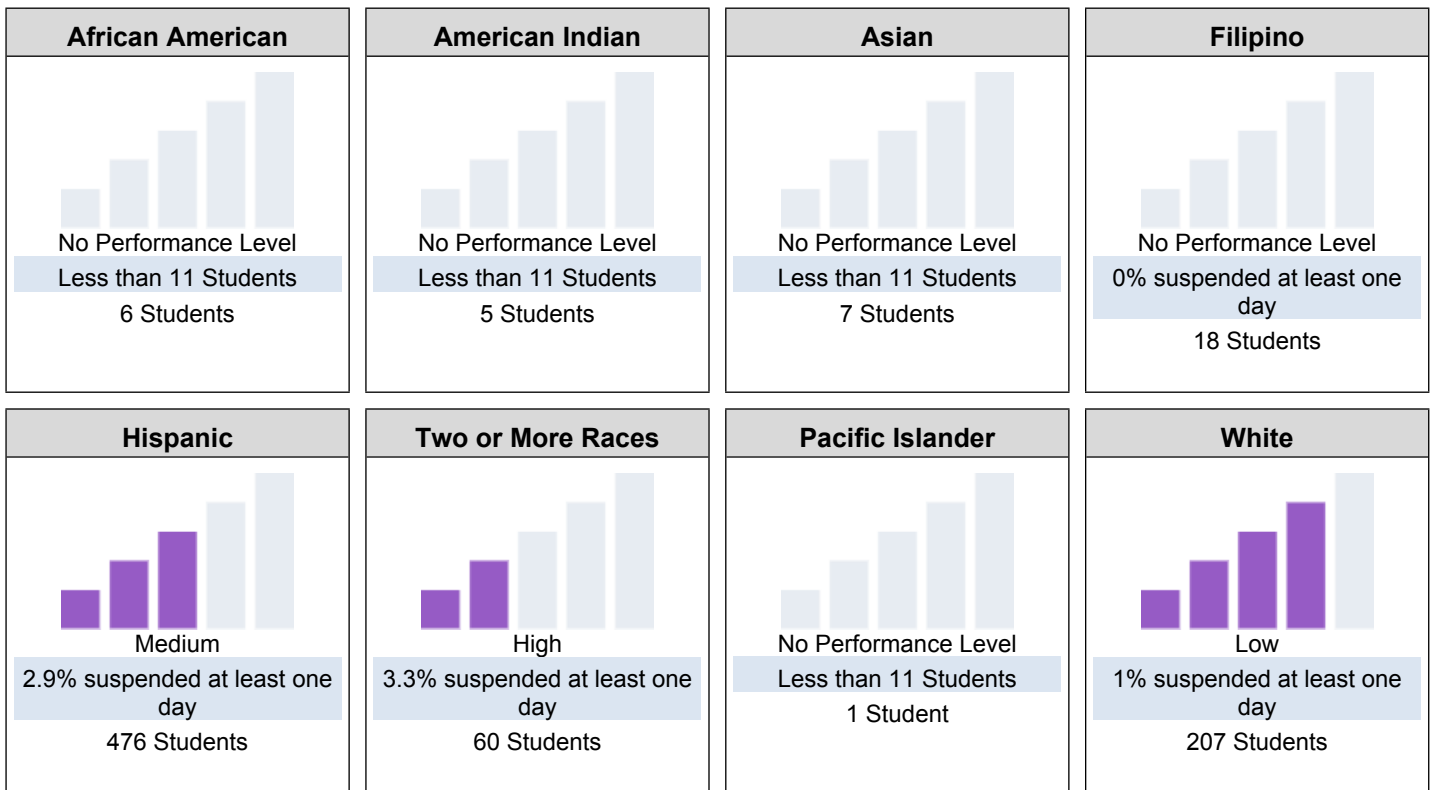
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

- All Students, Hispanic students, and White students saw their suspension rates increase.
- 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
<p>Transitional Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.</p>	<p>Goal for Spring 2023 ESGI data: 80% of transitional kindergarten students meeting proficiency in "identifying lowercase letters".</p>	<p>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)</p>
<p>Grades K: Percentage of students meeting proficiency as reported by Spring 2023 Acadience data.</p>	<p>Goal for Spring 2023 Acadience assessment: 80% of Kindergarten students will be At or Above Benchmark as measured by Acadience Reading Composite Score.</p>	<p>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)</p>
<p>Grades 1-2: Percentage of students scoring "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment.</p>	<p>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</p>	<p>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)</p>
<p>Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP English Language Arts Assessment.</p>	<p>Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment.</p> <p>Grade Level Goals: 55% Third Grade 70% Fourth Grade 69% Fifth Grade 57% Sixth Grade</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. Goals: All: 63% By Subgroup SpEd: 32% English Learner: 37% Ever-EL: 57% Low SES: 52%</p>	<p>Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2023 English Language Arts Assessment.</p> <p>46% Third Grade (goal not met) 57% Fourth Grade (goal not met) 60% Fifth Grade (goal not met) 63% Sixth Grade (goal met)</p> <p>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)</p>

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p> <p>Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA Instructional time.</p> <p>All teachers working with Title I students will be</p>	<p>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.</p> <p>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.</p> <p>English Language Development (ELD) for English Learners took place in two ways. Teachers delivered designated ELD lesson using the ELD component of their E/LA texts and also assigned activities in Imagine Learning, an evidence-based online ELD curriculum. Teachers also delivered integrated ELD that made academic content in core subject areas more accessible to English Learners.</p>	<p>TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 1,500</p> <p>Supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 4,644</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 0</p> <p>Supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 6,227.08</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.</p> <p>The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.</p> <p>Provide additional materials, including technology and/or software, to supplement the California State</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.</p> <p>Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 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.)</p>			
<p>B. PLCs/Progress Monitoring</p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.</p> <p>In English/language arts, PLC teams will monitor student progress by</p>	<p>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.</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p> <p>Specials Teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitute teachers to cover SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p> <p>Specials Teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitute teachers to cover SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.</p> <p>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</p>			
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS</p>	<p>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</p>	<p>Certificated Hourly Salaries 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 43,880</p> <p>Certificated Hourly Salaries 1000-1999: Certificated Personnel Salaries Title I 21,940</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 500</p> <p>Materials for Intervention Program 4000-4999:</p>	<p>Certificated Hourly Salaries 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 31,830</p> <p>Certificated Hourly Salaries 1000-1999: Certificated Personnel Salaries Title I 32,428</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 500</p> <p>Materials for Intervention Program 4000-4999:</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(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.</p> <p>Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.</p>	<p>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.</p>	<p>Books And Supplies Title I 2,000</p> <p>Certificated Hourly Benefits 3000-3999: Employee Benefits Title I 4,859</p> <p>Certificated Hourly Benefits 3000-3999: Employee Benefits LCFF - Supplemental 9,718</p>	<p>Books And Supplies Title I 57</p> <p>Certificated Hourly Benefits 3000-3999: Employee Benefits Title I 7,182</p> <p>Certificated Hourly Benefits 3000-3999: Employee Benefits LCFF - Supplemental 7,049</p>

## 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.	<p>5% Increase in Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI data: 51%</p> <p>Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 80%</p>	<p>Percentage of students in Transitional Kindergarten (TK) at proficient in "identifying numerals" using ESGI data: 76% (goal met)</p> <p>Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 91% (goal met)</p>
Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2023 NWEA data.	<p>The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Math Assessment. Goal for Spring 2023:</p> <p>35% First Grade 51% Second Grade</p>	<p>Grades 1-2: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2023 NWEA Math Assessment.</p> <p>41% First Grade (goal met) 40% Second Grade (goal not met)</p>
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics Assessment.	<p>Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment.</p> <p>Goal for Spring 2023:</p> <p>62% Third Grade 47% Fourth Grade 51% Fifth Grade 38% Sixth Grade</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment.</p> <p>All: 50% By Subgroup SpEd: 17% English Learner: 23% Ever-EL: 43% Low SES: 39%</p>	<p>Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics Assessment.</p> <p>56% Third Grade (goal not met) 62% Fourth Grade (goal met) 49% Fifth Grade (goal not met) 46% Sixth Grade (goal met)</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard on the 2022 CAASPP 2023 Mathematics Assessment.</p> <p>All: 54% (goal not met) By Subgroup SpEd: 21% (goal not met) English Learner: 26% (goal not met) Low SES: 30% (goal not met)</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades 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.</p> <p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K5, CPM in grades 6-8). Zearn/Eureka Math has been utilized as supplemental curriculum in order to differentiate for students who need intervention or enrichment.</p> <p>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.</p> <p>TOSAs continued to support classroom</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 2,500</p> <p>None Specified None Specified</p> <p>Math Club and Math Super Bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Professional development Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 0</p> <p>Math Club and Math Super Bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 846.18</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8.</p> <p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs 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.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>Develop a school-wide incentive program for mastery of math concepts and facts. The school also will provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl.</p> <p>Establish a focus area for initial classroom instruction (Tier 1) that</p>	<p>teachers with implementation of the math curriculum. TOSAs offered some afterschool professional development sessions on Zearn/Eureka Math.</p> <p>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.</p> <p>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.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.)</p>			
<p><b>B. PLC/Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.</p> <p>The school will utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose</p>	<p>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.</p> <p>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.</p> <p>Universal Screeners for Number Sense (USNS) were piloted as a screening tool in grades K-2. These will be utilized</p>	<p>Specials Teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings. Expenditure Listed on Goal #1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Specials Teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings. Expenditure Listed on Goal #1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>of providing classroom instruction that focuses on individual student academic needs based on student data.</p> <p>In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.</p>	<p>more expansively in 2023-2024.</p>		
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.</p> <p>The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for struggling math students.</p>	<p>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.</p>	<p>Online Math Programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>None Specified None Specified</p> <p>Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies Title I 2,274</p> <p>None Specified None Specified</p>	<p>Online Math Programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 3,035.76</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.</p> <p>The school will purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for struggling math students.</p>			

## 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	<p>Decrease Chronic Absenteeism by 5% for "All" students and each subgroup</p> <p>Chronic Absenteeism Rate Goals for 2021-2022:</p> <p>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</p>	<p>Chronic Absenteeism Rate 2022-2023:</p> <p>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)</p>

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture and Communication with Students</p> <p>Continue communication with students and parents/guardians on the importance of school attendance.</p> <p>Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p> <p>Implement a positive school attendance program including student and parent education on</p>	<p>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.</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 374.95</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.</p>			
<p><b>B. School Programming and Communication with Families</b></p> <p>Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.</p> <p>As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p> <p>Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.</p> <p>Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>	<p>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.</p> <p>COVID did continue during the school year, and this caused a number of students to miss school for extended time periods.</p>	<p>School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>

## Analysis

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

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	<p>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:</p> <p>Question: There are adults at school who... *notice when they are not there (71%) Goal for October 2023 (76%)</p> <p>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:</p> <p>Questions: At my child's school... *school staff take parent concerns seriously (73%) Goal for October 2023 (78%)</p>	<p>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:</p> <p>Question: There are adults at school who... *notice when they are not there (81%) Goal met</p> <p>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:</p> <p>Questions: At my child's school... *school staff take parent concerns seriously (77%) Goal not met</p>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at the start of the school year and throughout the year.</p> <p>Provide services such as childcare and alternate meeting location</p>	<p>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.</p> <p>As possible, the district and school continued to plan special activities and learning experiences that</p>	<p>Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>	<p>Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(including virtual options) when needed.</p> <p>Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.</p> <p>Regular lessons in social/emotional learning will be planned. The district plans to pilot and likely adopt SEE Learning during the 2022-2023 school year.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	to train others in the curriculum.		
<p><b>B. Support for Families</b></p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The site-based community liaison will provide added services to families.</p> <p>The district will provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	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	<p>Maintain/decrease current suspension/expulsion rates for all students and each subgroup.</p> <p>2021-2022 0% Expulsion Rate 1.81% Suspension Rate - 13 students with suspensions</p> <p>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</p>	<p>2022-2023 0% Expulsion Rate 2.21% Suspension Rate - 16 students with suspensions (goal not met)</p> <p>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</p>

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture</p> <p>At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.</p> <p>The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. Staff will revisit the school's matrix of behavioral expectations and update it as needed.</p>	<p>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.</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 1,500</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1,500</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 1,970.96</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1,381.03</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the Friend Mediator Program, the library Makerspace, and the Yearbook Club.</p> <p>Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the Books, Robotics Team, Makerspace, Student Council, ASB leadership and activities, Friend Mediators, the North County Math Super Bowl team, and Yearbook Club.</p>	<p>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.</p> <p>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.</p>		
<p><b>B. Social/Emotional Learning and Support</b></p> <p>Regular lessons in social/emotional learning will be planned. The</p>	<p>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</p>	<p>Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p>	<p>Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>Certified Behavior Analysts (CBAs) 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 CBAs. Teachers and administrators believe the extra support has benefited students.</p>		

## 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
<p>Grades 3-6: Results from Spring 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.</p>	<p>Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2023 English Language Arts Assessment.</p> <p>46% Third Grade 57% Fourth Grade 60% Fifth Grade 63% Sixth Grade</p> <p>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%</p>	<p>Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP English Language Arts Assessment.</p> <p>Grade Level Goals: 51% Third Grade 62% Fourth Grade 65% Fifth Grade 68% Sixth Grade</p> <p>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%</p>

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

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

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

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

TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.

Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.

Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Progress Monitoring Materials/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide PLC meeting time/District Funded
<b>Amount</b>	2,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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

<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Amount</b>	71,280
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries
<b>Amount</b>	3,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Amount</b>	9,775
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Certificated Hourly Benefits
<b>Amount</b>	6,857
<b>Source</b>	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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	6,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development Cost of workshops, conferences, consultants, substitutes
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Amount</b>	3,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math Club and Math Super Bowl team supplies. Math incentives.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

## Strategy/Activity 2

### B. PLC/Progress Monitoring

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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide time for PLC meetings/district funded
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings. Expenditure Listed on Goal #1

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.

The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for struggling math students.

Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers throughout the school year.

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

### Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

### Timeline

Ongoing

**Person(s) Responsible**

Principal, Vice-Principal, TOSA, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Online Math Programs for Math Intervention and Support/District Funded
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Amount</b>	3,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and Online Math programs for Math Intervention and Support
<b>Source</b>	None Specified
<b>Budget Reference</b>	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

<b>Amount</b>	5,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance Incentives

## Strategy/Activity 2

### B. School Programming and Communication with Families

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

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

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.

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

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, Teachers, Staff, Parents

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Based Counselor works with families and students to improve student attendance.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison works with families to improve student attendance.



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments/Family Engagement

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student and Parent Survey	<p>Results from the October 2023 Parent and student survey:</p> <p>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%</p> <p>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%</p>	<p>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:</p> <p>Question:            There are adults at school who...            *notice when they are not there (81%) Goal for October 2024 (86%)</p> <p>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:</p> <p>Questions:            At my child's school...            *school staff take parent concerns seriously (77%) Goal for October 2024 (82%)</p>

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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies

**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

<b>Amount</b>	30,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities
<b>Amount</b>	5,646
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program

### Strategy/Activity 2

#### B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned. 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Site Counselor/District Funded

# Budget Summary and Consolidation

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

## Budget Summary

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

<b>Budget Reference</b>	<b>Amount</b>
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

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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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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



## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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



## **School Plan for Student Achievement (SPSA)**

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

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

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

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

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

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

<b>School Name</b>	Olga L. Reed School
<b>Address</b>	480 Centennial Street, P.O. Box 318 Los Alamos, CA 93440
<b>County-District-School (CDS) Code</b>	42-69237-6045702
<b>Principal</b>	Jared Banks
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 19, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	October 19, 2023
<b>Local Board Approval Date</b>	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. The school's ethnic composition is 81.5% Hispanic, 2.0% American Indian/Alaskan Native, 11.3% White, 3.3% Two or More Races, and 2.0% declined to state.

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 Races	1.6%	2.19%	1.78%	3	4	3
<b>Total Enrollment</b>				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
Grade 3	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
<b>Total Enrollment</b>	187	183	169

### Conclusions based on this data:

- Olga Reed's student enrollment is declining slightly each year, with incoming Transitional Kindergarten and kindergarten students not exceeding the number of graduating eighth graders each year. Anecdotally, school staff are hearing that home prices in Los Alamos are rising to levels too expensive for working families. Additionally, no new developments are planned for Los Alamos that are likely to attract families with school-age children.
- The Hispanic subgroup is growing. This validates the school's efforts to plan outreach to families through the community liaison and activities such as the schoolwide Cinco de Mayo Celebration that embrace Hispanic culture.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	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	9
1	*	*	*	*	*	*	*	*	*	7	5	6
2	1491.3	*	*	1496.3	*	*	1485.6	*	*	12	7	5
3	1474.9	*	*	1486.5	*	*	1462.8	*	*	13	10	5
4	1500.3	1489.2	*	1511.6	1489.6	*	1488.5	1488.5	*	11	13	10
5	*	*	1518.8	*	*	1524.2	*	*	1513.1	*	10	11
6	*	*	*	*	*	*	*	*	*	9	*	9
7	*	*	*	*	*	*	*	*	*	8	9	4
8	*	*	*	*	*	*	*	*	*	5	8	7
All Grades										74	74	66

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	*	*	9.09	*	*	45.45	*	*	45.45	*	*	0.00	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.16	16.22	19.70	47.30	45.95	53.03	36.49	35.14	24.24	4.05	2.70	3.03	74	74	66



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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	25.00	*	*	41.67	*	*	33.33	*	*	0.00	*	*	12	*	*
<b>3</b>	7.69	*	*	92.31	*	*	0.00	*	*	0.00	*	*	13	*	*
<b>4</b>	27.27	0.00	*	54.55	69.23	*	18.18	30.77	*	0.00	0.00	*	11	13	*
<b>5</b>	*	*	27.27	*	*	63.64	*	*	9.09	*	*	0.00	*	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	28.38	29.73	36.36	52.70	55.41	50.00	16.22	13.51	12.12	2.70	1.35	1.52	74	74	66

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	0.00	*	*	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
<b>3</b>	0.00	*	*	0.00	*	*	46.15	*	*	53.85	*	*	13	*	*
<b>4</b>	0.00	0.00	*	9.09	7.69	*	45.45	53.85	*	45.45	38.46	*	11	13	*
<b>5</b>	*	*	0.00	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	5.41	6.76	3.03	29.73	27.03	37.88	40.54	48.65	46.97	24.32	17.57	12.12	74	74	66

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	25.00	*	*	75.00	*	*	0.00	*	*	12	*	*
<b>3</b>	7.69	*	*	76.92	*	*	15.38	*	*	13	*	*
<b>4</b>	27.27	23.08	*	54.55	76.92	*	18.18	0.00	*	11	13	*
<b>5</b>	*	*	36.36	*	*	63.64	*	*	0.00	*	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	20.27	27.03	30.30	70.27	67.57	66.67	9.46	5.41	3.03	74	74	66

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	58.33	*	*	41.67	*	*	0.00	*	*	12	*	*
<b>3</b>	53.85	*	*	46.15	*	*	0.00	*	*	13	*	*
<b>4</b>	72.73	7.69	*	27.27	92.31	*	0.00	0.00	*	11	13	*
<b>5</b>	*	*	72.73	*	*	27.27	*	*	0.00	*	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	59.46	48.65	63.64	37.84	47.30	31.82	2.70	4.05	4.55	74	74	66

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	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.16	8.11	3.03	59.46	55.41	77.27	28.38	36.49	19.70	74	74	66

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	*	*	18.18	*	*	81.82	*	*	0.00	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.70	13.51	22.73	79.73	81.08	72.73	17.57	5.41	4.55	74	74	66

**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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>183</b>	<b>84.7</b>	<b>42.6</b>	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
<b>English Learners</b>	78	42.6
<b>Foster Youth</b>		
<b>Homeless</b>	3	1.6
<b>Socioeconomically Disadvantaged</b>	155	84.7
<b>Students with Disabilities</b>	20	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	1	0.5
<b>American Indian</b>	3	1.6
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	151	82.5
<b>Two or More Races</b>	4	2.2
<b>Pacific Islander</b>		
<b>White</b>	23	12.6

**Conclusions based on this data:**

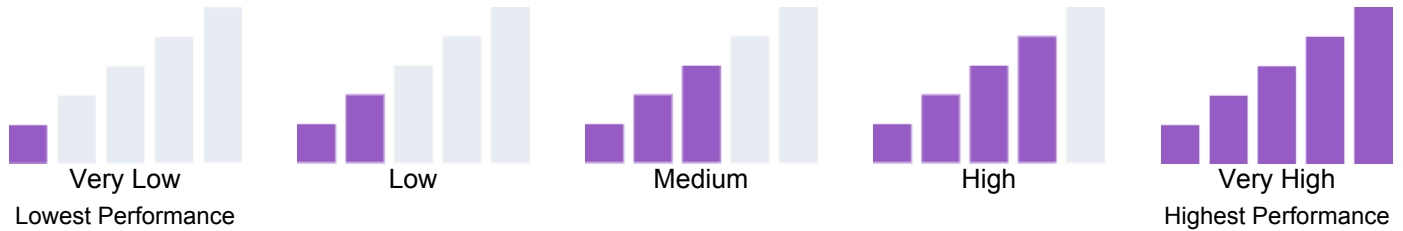
1. The school's percentages of students who are socioeconomically disadvantaged, English Learners, and/or students with disabilities have remained notably stable in the past three years.
2. The percentages of unduplicated students by ethnicity closely mirror the school's ethnic composition.

# School and Student Performance Data

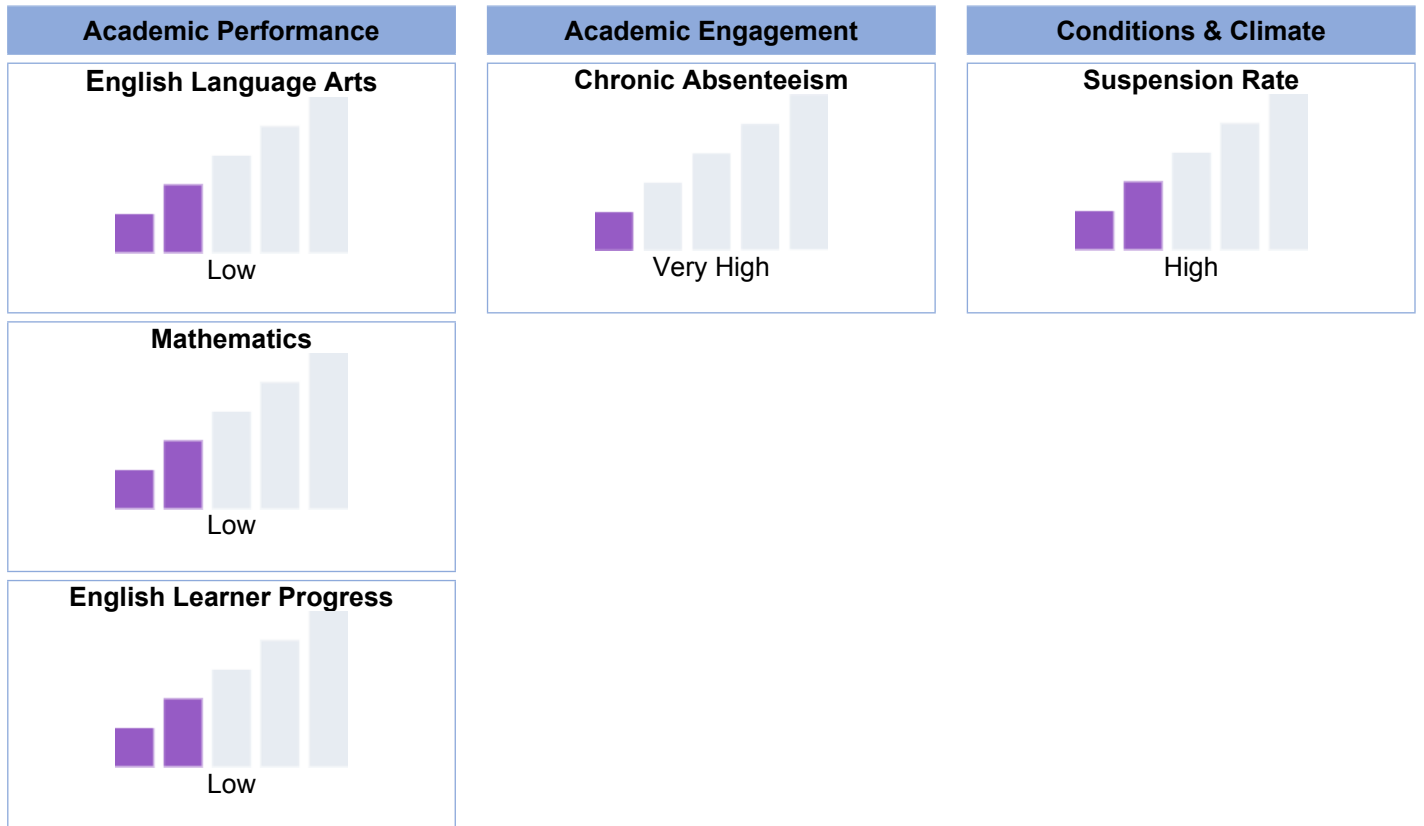
## Overall Performance

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



#### Conclusions based on this data:

- 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.

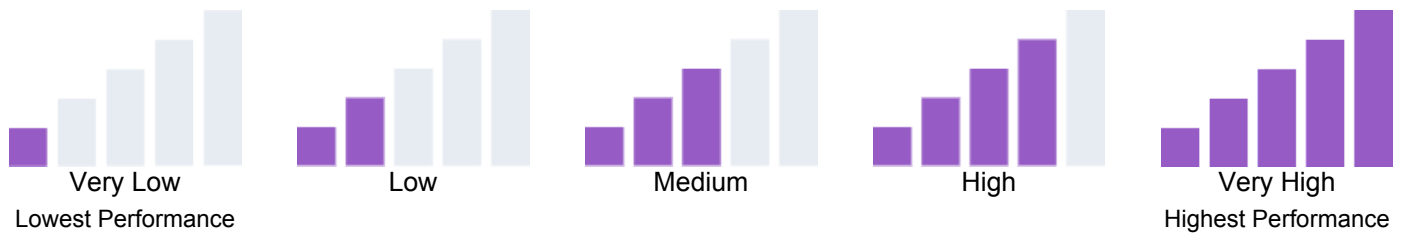
2. School-wide attendance for the 2022-2023 school year was a rate of 93%. Sickness and home factors have influenced absenteeism. Increasing overall attendance is a goal for this school year.
3. Suspension rates for the 2022-2023 school year was 4%. Achieving and maintaining a low (2% or less) suspension rate continues to be a goal for this school year.

# School and Student Performance Data

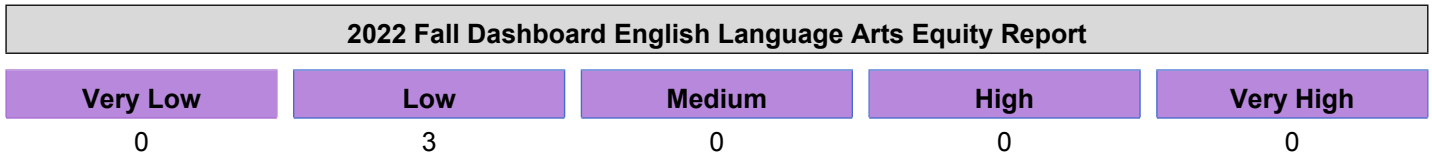
## Academic Performance English Language Arts

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](#).

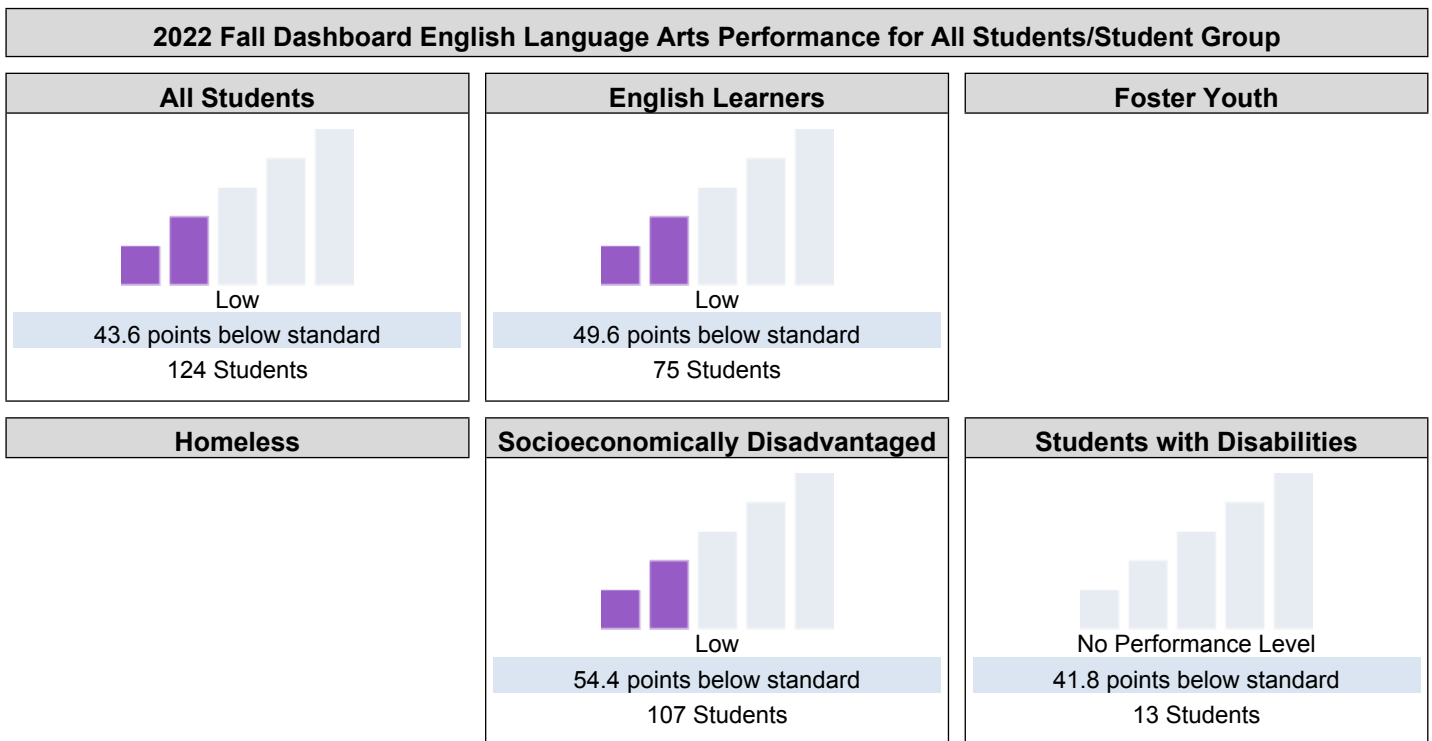
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

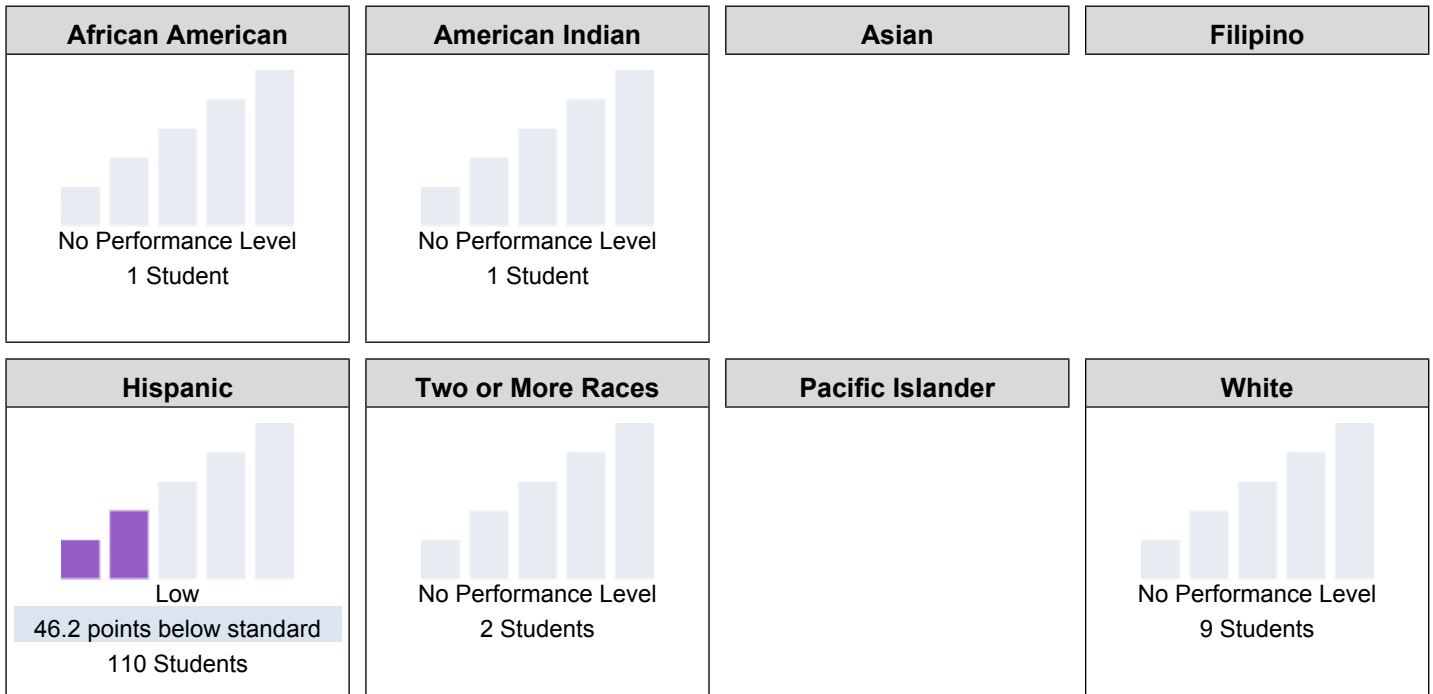


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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 49 Students	31.1 points above standard 26 Students	43.7 points below standard 46 Students

**Conclusions based on this data:**

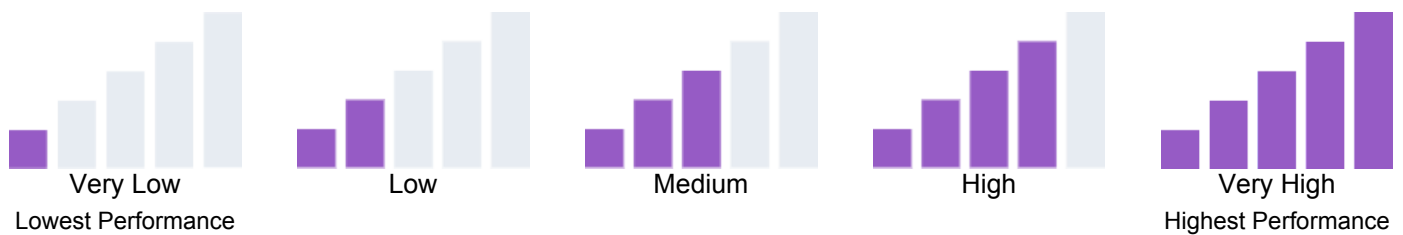
- No significant equity gaps can be seen between the performance of all students and the performance of subgroups. Additionally, although growth was made, the school as a whole and all subgroups are performing "below standard." The school needs to continue its focus on English/language arts.

# School and Student Performance Data

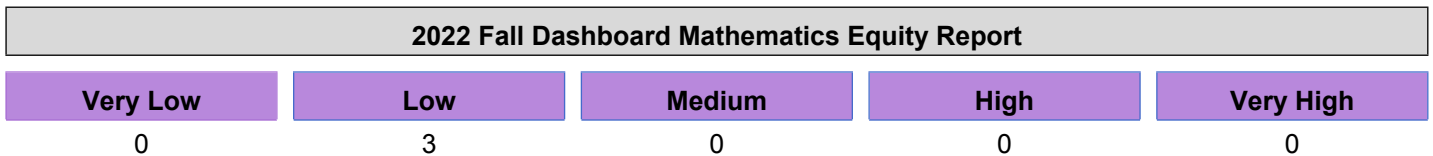
## Academic Performance Mathematics

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](#).

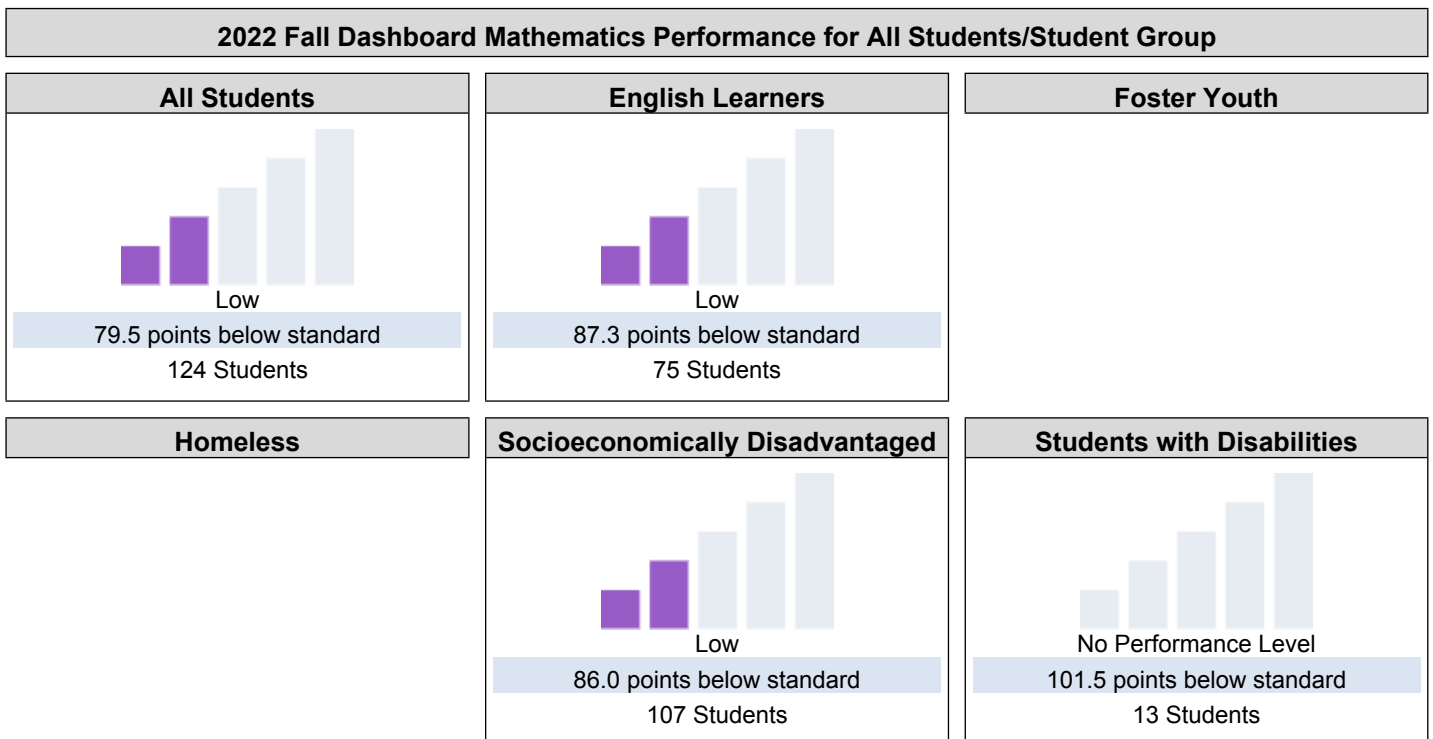
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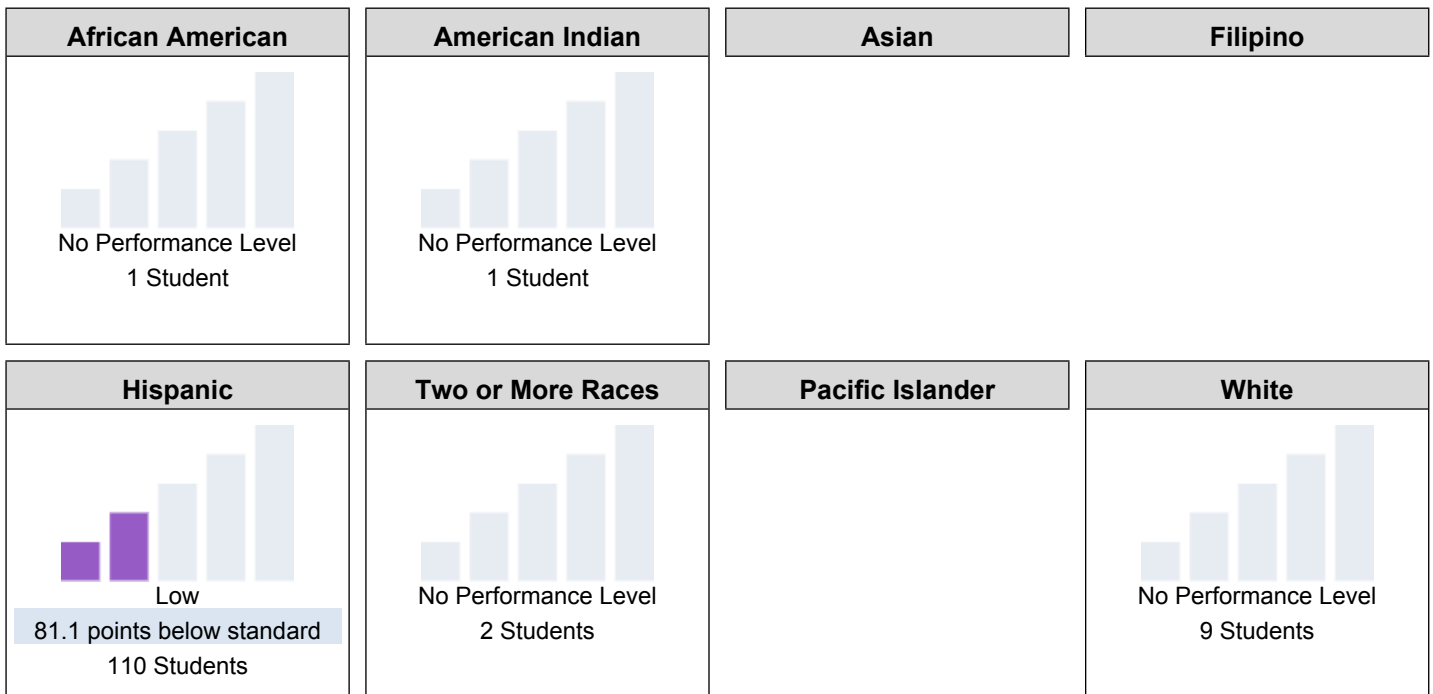
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p>113.4 points below standard 49 Students</p>	<p>38.0 points below standard 26 Students</p>	<p>76.0 points below standard 46 Students</p>

#### Conclusions based on this data:

- As with English/language arts, no significant equity gaps can be seen between the performance of all students and the performance of subgroups. Additionally, although growth was made, the school as a whole and all subgroups are performing well "below standard." Staff believe students can benefit from continued emphasis on math essential standards. Staff will continue to track student acquisition of essential standards (with this being the first full year of data tracking implementation).

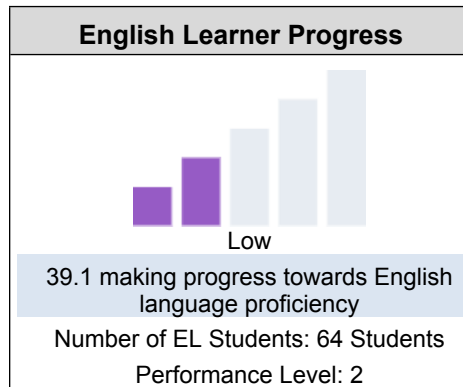
# School and Student Performance Data

## 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



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:

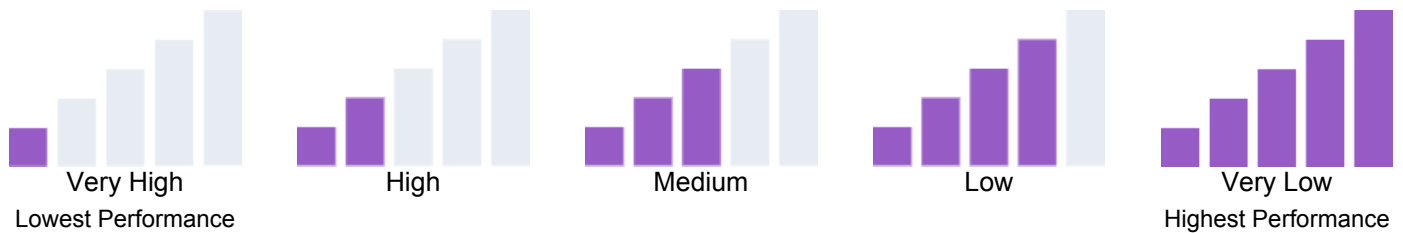
- Overall, English Learners (EL) are making progress. 34% of English Learners maintained the current level.
- Overall, English Learners (EL) are making progress. 38% of English Learners progressed at least one level.
- Continued access to challenging text (Wonders, Collections, English 3D) and imagine learning supports will increase opportunities for EL students to grow academically in English Language Arts.

# School and Student Performance Data

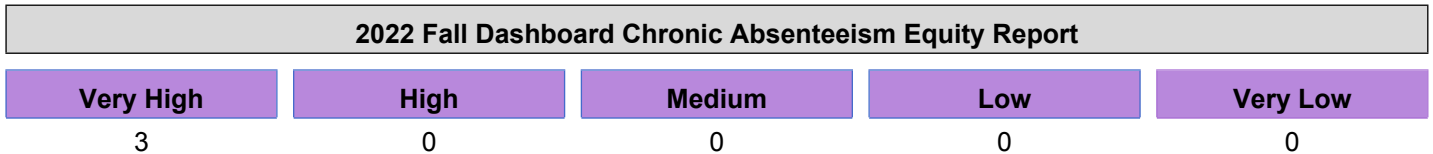
## Academic Engagement Chronic Absenteeism

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](#).

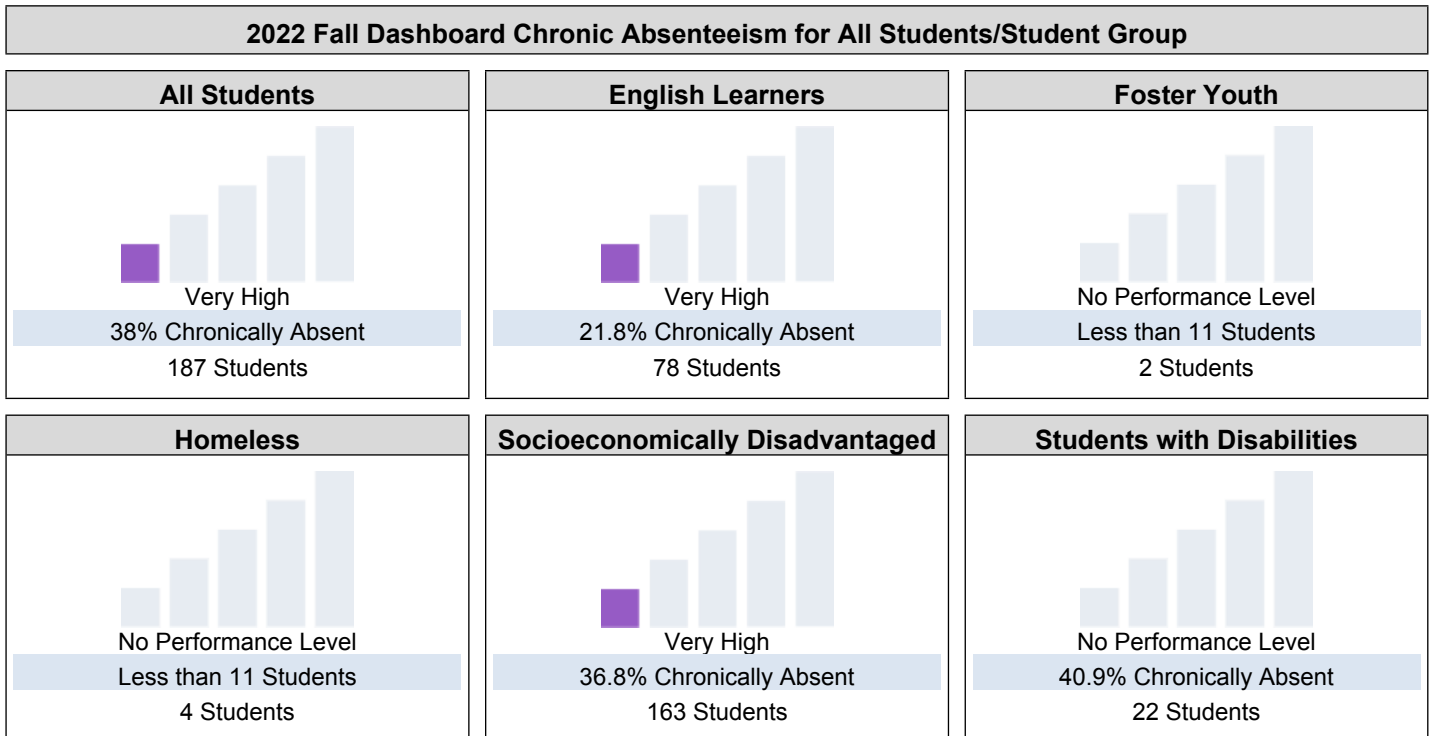
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



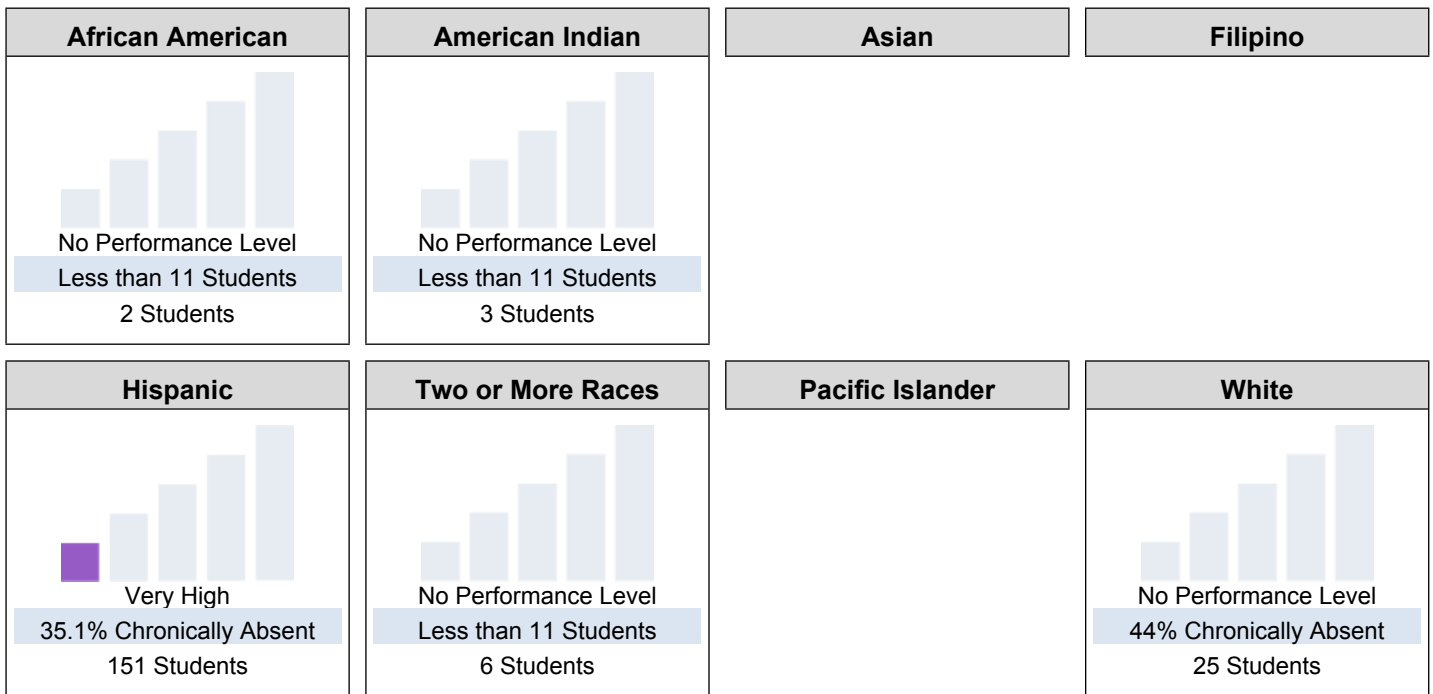
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

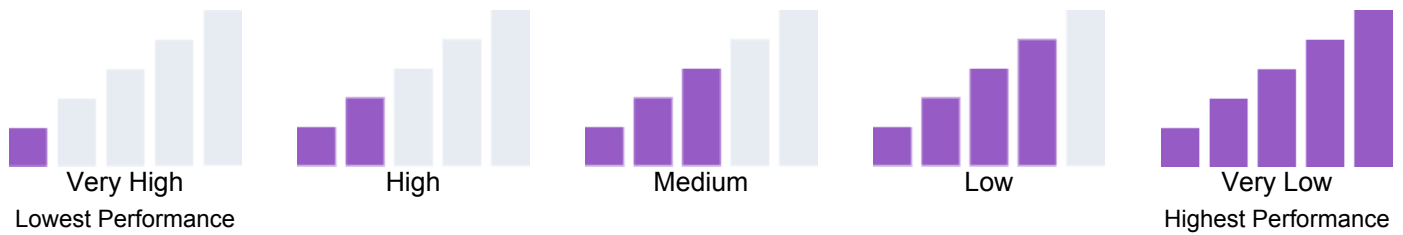
1. Of the student groups, Socioeconomically Disadvantaged and Students with Disabilities have the highest rate of chronic Absenteeism (37% and 41%)
2. The English Learner subgroup has the lowest percentage of chronic absenteeism at 22%.
3. The All Students group has a chronic absenteeism rate of 38% (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

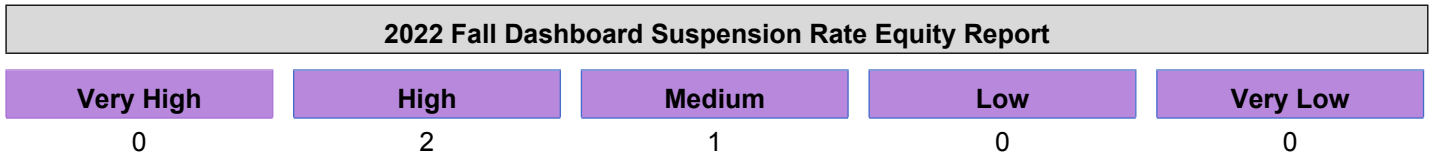
## Conditions & Climate Suspension Rate

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](#).

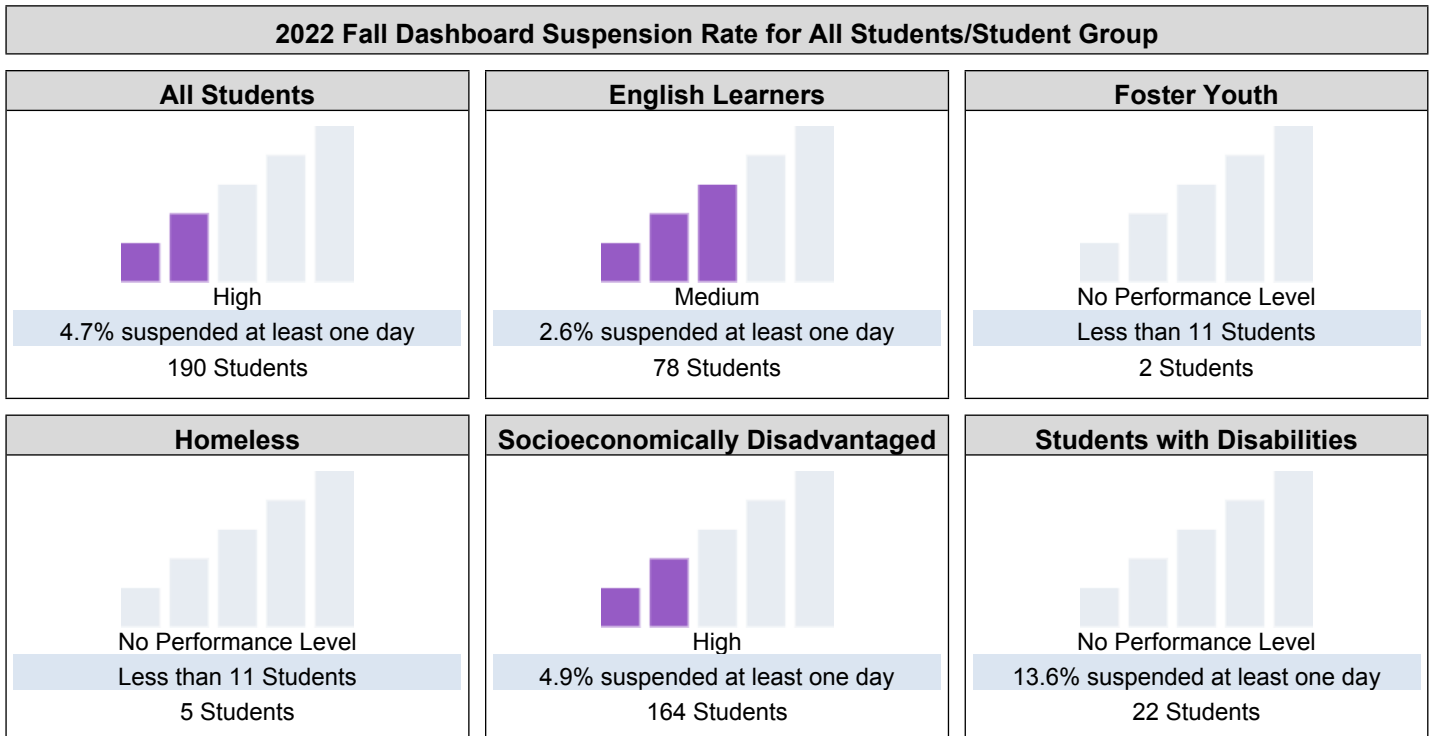
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



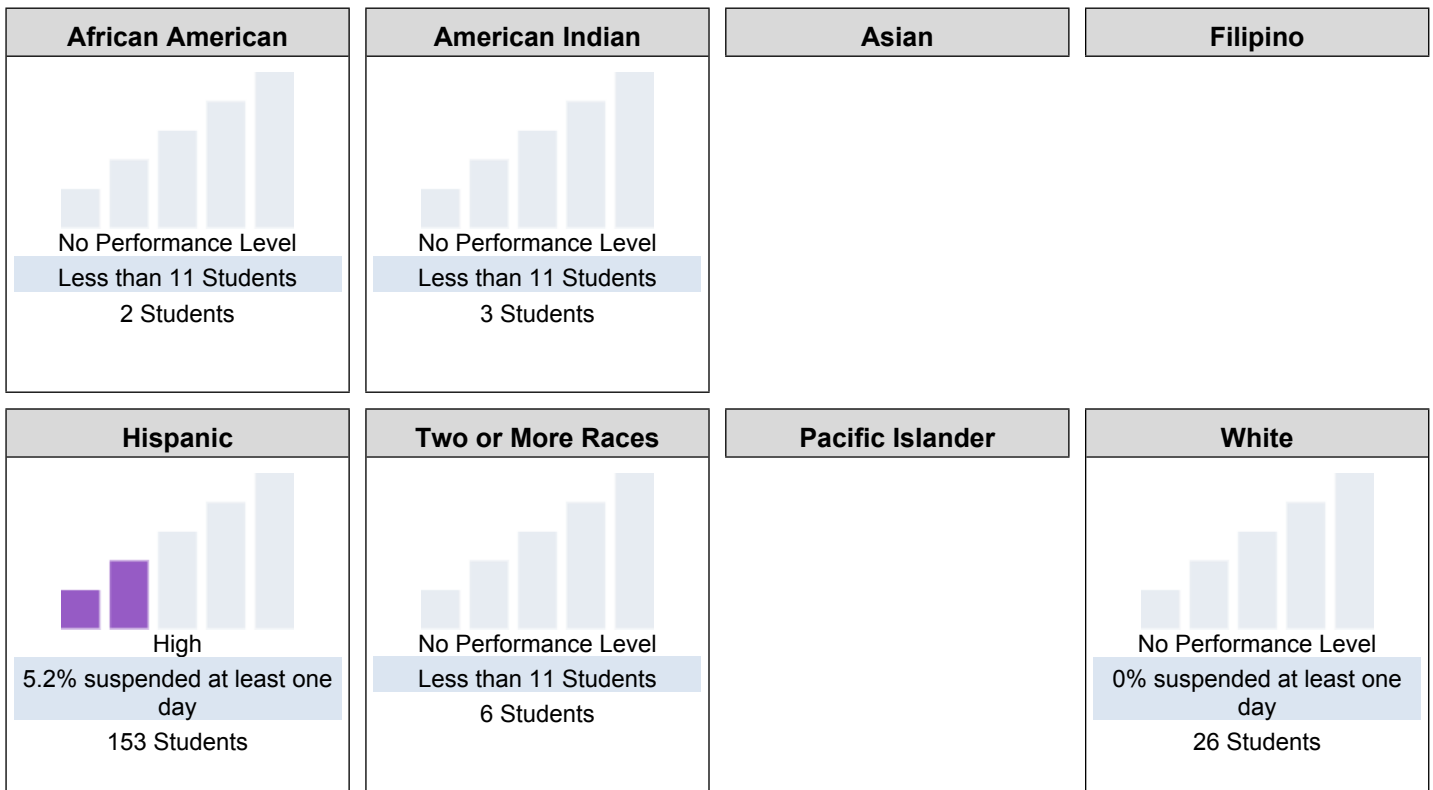
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**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
<p>use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, 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.</p> <p>Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA Instructional time. TK classes will be staffed with a full time Instructional Assistant support to lower adult-student ratio</p> <p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other</p>	<p>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.</p> <p>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</p> <p>All teachers working with Title I students were supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities were provided by the TOSAs and through other professional growth opportunities.</p> <p>The TOSA team provided support for identification</p>	<p>Professional development (cost of workshops, conferences, consultants, substitutes) 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 2,000</p> <p>Supplemental curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p> <p>Implementation of full-day kindergarten, including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Professional development (cost of workshops, conferences, consultants, substitutes) 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0</p> <p>Supplemental curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 1084.24</p> <p>Full day kindergarten was implemented with instructional assistants. 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Supplemental materials and technology 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 8705.87</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>professional growth opportunities.</p> <p>The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups</p> <p>TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.</p> <p>Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom and utilize STAR reading assessment data to inform instruction and drive conversations centered around student</p>	<p>of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p> <p>Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups</p> <p>TOSAs supported teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA specialized in the Wonders curriculum for grades K-5. One TOSA specialized in English Language Development (ELD) for English Learners.</p> <p>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.</p> <p>Established focus area for initial classroom instruction (Tier 1) that contributed to student achievement in E/LA for</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>learning and instructional strategies.</p> <p>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"</p>	<p>the 2022-23 school year: "Academic Vocabulary"</p>		
<p><b>B. PLC/Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.</p> <p>In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students.</p>	<p>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.</p> <p>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.</p> <p>Teachers utilized data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers attended Student Success Team</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p> <p>Specials teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p> <p>Specials teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will attend Student Success Team meetings with parents to address these needs.</p> <p>Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>	<p>meetings with parents to address these needs.</p> <p>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.</p>		
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2)</p> <p>Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy</p>	<p>Through the PLC process, teacher teams identified students in need of targeted academic intervention. Identified students received support through on-site interventions provided by the classroom teacher and 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)</p> <p>Intervention classes were offered (30-minute blocks, 4 days per week) for the area of reading. Identified students received targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs provided support for identification of and training in effective, research-based</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 18,167</p> <p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 30,227</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 1,000</p> <p>ASES Program (director and homework coaches) 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 182,385</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 32,573.30</p> <p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 26,497.39</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 2525.59</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 396.52</p> <p>ASES Program (director and homework coaches) 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 142,112.43</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</p> <p>Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year.</p> <p>The ASES Program will be available after school to provide academic support to students.</p>	<p>interventions for at risk students.</p> <p>Increased education opportunities were provided: Before/After school tutoring with one of our certificated teachers throughout the school year.</p> <p>The ASES Program and community library tutor support was available after school to provide academic support to students.</p>		<p>ASES Program Materials and Supplies 4000-4999: Books And Supplies After School and Education Safety (ASES) 37,487.10</p>

## 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 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.	<p>Goal for 2023: 80% of Transitional Kindergarten students meeting proficiency in "counting on from a given number" measured by Spring 2023 ESGI data.</p> <p>80% of Kindergarten students meeting proficiency in "identifying numerals" measured by Spring 2023 ESGI data.</p>	<p>The percent of TK students meeting proficiency in "identifying numerals" measured by Spring 2023 ESGI data was 100%. This goal was met.</p> <p>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.</p>
Grades 1-2: % of students scoring "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Math Assessment.	<p>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%:</p> <p>Grade 1: 22%</p> <p>Grade 2: 30%</p>	<p>The percent of grade 1 and 2 students scoring "Hi Avg" or "Hi" on the Spring 2023 NWEA Math Assessment was:</p> <p>Grade 1: 21% - Goal not met.</p> <p>Grade 2: 21% - Goal not met.</p>
Grades 3-8: % of students meeting or exceeding standard on the CAASPP 2023 Math Assessment.	<p>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.</p> <p>Grade 3: 26%</p> <p>Grade 4: 20%</p> <p>Grade 5: 15%</p> <p>Grade 6: 41%</p> <p>Grade 7: 34%</p> <p>Grade 8: 44%</p>	<p>The percent of students meeting or exceeding standard on the 2023 CAASPP Math Assessment was:</p> <p>Grade 3: 27% - Goal met.</p> <p>Grade 4: 13% - Goal not met.</p> <p>Grade 5: 16% - Goal met.</p> <p>Grade 6: 11% - Goal not met.</p> <p>Grade 7: 61% - Goal met.</p> <p>Grade 8: 35% - Goal not met.</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted</p>	<p>In grades TK-8, teachers continued to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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.</p>	<p>Salaries District Funded 0</p>	<p>Salaries District Funded 0</p>
<p>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.</p>	<p>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.</p>	<p>Professional development (cost of workshops, conferences, consultants, substitutes) Expenditure listed in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0</p>	<p>Professional development (cost of workshops, conferences, consultants, substitutes) Expenditure listed in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Targeted Assistance Program 0</p>
<p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all</p>	<p>All teachers working with Title I students were supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum). One TOSA specialized in</p>	<p>Supplemental curriculum materials and technology Expenditure listed in Goal 1 4000-4999: Books And Supplies LCFF - Supplemental 0</p>	<p>Supplemental curriculum materials and technology Expenditure listed in Goal 1 4000-4999: Books And Supplies LCFF - Supplemental 0</p>
		<p>Math club and North County Math Super Bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 1000</p>	<p>Math club and North County Math Super Bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>
		<p>Implementation of full-day kindergarten including instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Full day kindergarten was implemented with instructional assistants. 2000-2999: Classified Personnel Salaries District Funded 0</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8.</p> <p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.</p> <p>The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including lunch recess math game</p>	<p>math instruction for grades K-5 and one TOSA will specialized in math instruction for grades 6-8.</p> <p>All teachers working with Title I students were supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities were provided by the TOSAs and through other professional growth opportunities.</p> <p>The TOSA team provided support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p> <p>Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>A school-wide incentive program for mastery of math essential standards was established. Opportunities were provided for math enrichment including a team for the North County Math Super Bowl.</p> <p>Focus areas were established for initial classroom instruction</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>opportunities and a team for the North County Math Super Bowl.</p> <p>Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2022-2023 school year: Student mastery of "Essential/Priority Standards" -- must-know skills and understandings that are foundational for math proficiency.</p>	<p>(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.</p>		
<p><b>B. PLC/Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.</p> <p>Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom</p>	<p>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.</p> <p>Teachers utilized data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers attended Student Success Team meetings with parents to address these needs.</p> <p>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</p>	<p>Specials teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings Expenditure Listed on Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Specials teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings Expenditure Listed on Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>instruction that focuses on individual student academic needs based on student data.</p> <p>In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, essential standards folders, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.</p>	<p>academic needs based on student data.</p> <p>In math, PLC teams monitored student progress by regularly reviewing and analyzing assessment data. Metrics to help with this included common formative assessments, essential standards folders, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.</p>		
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn to bolster students' skills in math.</p> <p>Provide supplemental materials and online programs to support math intervention for at-risk students.</p> <p>Increased education opportunities will be provided: Before/After</p>	<p>Through the PLC process, teacher teams identified students in need of targeted academic intervention. Identified students received support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students. Teachers utilized Zearn to bolster students' skills in math.</p> <p>Supplemental materials and online programs were provided to support math intervention for at-risk students.</p> <p>Increased education opportunities were provided: Before/After school tutoring with one of our certificated teachers throughout the school year.</p>	<p>Online Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>Online Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>Materials and Online Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>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</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>school tutoring with one of our certificated teachers throughout the school year.</p> <p>Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.</p>	<p>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.</p>		

## 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	<p>Goal for 2023: Increase attendance rate for “All” students.</p> <p>96% All Students</p>	The 2023 attendance rate for all students was 92.55%. This goal was not met.
Chronic Absenteeism Rate	<p>Goal for 2023: Decrease Chronic Absenteeism by 10% for “All” students and each subgroup</p> <p>32.7% All Students 20.4% English Learners 32.3% Low Income Students</p>	<p>2023 Chronic Absenteeism for all students and each subgroup was:</p> <p>25.6% All Students - Goal met 10.7% English Learners - Goal met 13% Low Income Students - Goal met</p>

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture and Communication with Students</p> <p>Continue communication with students and parents/guardians on the importance of school attendance.</p> <p>Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p> <p>Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a</p>	<p>Communication with students and parents/guardians on the importance of school attendance continued</p> <p>Efforts continued towards building a culture at the school that celebrates school attendance.</p> <p>Recognition and incentives were utilized to support these efforts.</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.</p>			
<p><b>B. School Programming and Communication with Families</b></p> <p>Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.</p> <p>As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p> <p>Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.</p> <p>Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>	<p>Attendance data was regularly screened to identify students with attendance issues. Regular contact with parents/guardians of these students was made.</p> <p>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.</p> <p>Office staff, school counselor, and community liaison were utilized to work with students and families on improved attendance.</p> <p>Parent letters, district referrals, and the School Attendance Review Board (SARB) process were utilized to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>	<p>School-based Counselor who works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>School-based Counselor who works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance 2000-2999: Classified Personnel Salaries District Funded 0</p>

## 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
<p>October 2022 Student Survey October 2022 Parent Survey</p>	<p>Goals for 2022-2023:</p> <p>Increase by 3% the percentage of students who indicated it was "pretty much true" or "very much true" that there are adults at school who noticed when they are not there.</p> <p>79% of students report there are adults at school who notice when they are not there.</p> <p>Increase by 3% the percentage of parents who indicated they "agree" or "strongly agree" that parents feel welcome to be involved in the school.</p> <p>68% of parents feel welcome to be involved in the school.</p>	<p>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</p> <p>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</p>

### Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2022-2023 school year.</p> <p>Provide services such as childcare and alternate meeting location (including virtual options) when needed.</p> <p>Translate materials and provide Interpreters to</p>	<p>Teachers and schools emphasized teacher-student relationships at the outset of the 2022-2023 school year.</p> <p>Services were provided such as childcare and alternate meeting location (including virtual options) when needed.</p> <p>Materials were translated and interpreters provided to make phone calls and assist at events/meetings when needed and/or requested.</p>	<p>Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings</p> <p>2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social/emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>	<p>Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social/emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>make phone calls and assist at events/meetings when needed and/or requested.</p> <p>Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program).</p>	<p>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).</p>		
<p><b>B. Support for Families</b></p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district will provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>The principal, teachers, and office staff communicated regularly with families via Parent Square, email, and/or online (website and social media) posts.</p> <p>The district provided a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events. None Specified District Funded 0</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events. None Specified District Funded 0</p>

## Analysis

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

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	<p>Goals for 2023: Maintain/decrease current suspension/expulsion rates currently at 2% or less. Decrease suspension/expulsion rates currently above 2%.</p> <p>2.5% All Students 2.4% Socioeconomically Disadvantaged 1.5% English Learner</p>	<p>2023 suspension/expulsion rates were:</p> <p>4.2% All Students - Goal not met 0% Socioeconomically Disadvantaged - Goal met 3.1% English Learner - Goal not met</p>

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture</p> <p>At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.</p> <p>The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to</p>	<p>At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.</p> <p>The school continued implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school continued to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school continued to</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 2500</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1000</p> <p>Gardening Club-supervisor and materials 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>Gardening Club-supervisor and materials 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1913.34</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, Small Schools League basketball, noon league sports, the library makerspace, Yearbook, Math Super Bowl team, and Garden Club</p>	<p>track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>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</p>		
<p><b>B. Social/Emotional Learning and Support</b></p> <p>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.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school</p>	<p>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.</p> <p>Teachers focused on maintaining a close rapport with their students. If needed, teachers referred students with any struggles to the school site counselor or district psychologist</p>	<p>Social/emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>Social/emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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

<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA salaries and benefits
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	District provided professional development opportunities
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers will meet during designated PLC time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF- Supplemental Funds
<b>Amount</b>	9998
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Progress Monitoring Materials/District Funded
<b>Amount</b>	1500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute teachers provided to cover classrooms while teachers attended Student Success team meetings to review/analyze student achievement data.
<b>Amount</b>	2500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	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

<b>Amount</b>	18,240
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention instruction by hourly teachers
<b>Amount</b>	31,227
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention instruction by hourly teachers
<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program
<b>Amount</b>	1,000
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program
<b>Amount</b>	182,385
<b>Source</b>	After School and Education Safety (ASES)
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	ASES Program (director and homework coaches)

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Math Achievement

### Goal Statement

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

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement 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

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	0
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development (cost of workshops, conferences, consultants, substitutes) Expenditure listed in Goal 1
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental curriculum materials and technology Expenditure listed in Goal 1
<b>Amount</b>	3000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math club and North County Math Super Bowl team supplies. Math incentives.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including instructional Assistants for each kindergarten class

**Strategy/Activity 2****B. PLC/Progress Monitoring**

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

<b>Amount</b>	0
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LAGoal
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings Expenditure Listed on Goal 1

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Online Math programs for Math Intervention and Support/District Funded
<b>Amount</b>	6000
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

**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	<p>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.</p> <p>The student survey showed the percentage of students who indicated</p> <p>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.</p> <p>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.</p>	<p>Goals for 2024:</p> <p>Increase by 3% the percentage of students who indicated it was "pretty much true" or "very much true" that there are adults at school who noticed when they are not there.</p> <p>79% of students report there are adults at school who notice when they are not there.</p> <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" that parents feel welcome to be involved in the school.</p> <p>63% of parents feel welcome to be involved in the school.</p>

### Planned Strategies/Activities

## Strategy/Activity 1

### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison provides translation for meetings. Provide Childcare for after school meetings
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social/emotional Curriculum for weekly lessons

## Strategy/Activity 2

### B. Support for Families

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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Funds for speakers and other expenses associated with the cost of parent education events.
<b>Amount</b>	3350
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Childcare for evening parent trainings
<b>Amount</b>	10000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Funds for speaker and other expenses associated with the cost of parent education events

### 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 multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, Small Schools League basketball, noon league sports, the library makerspace, Yearbook, Math Super Bowl team, and Garden Club

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities
<b>Amount</b>	1500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program
<b>Amount</b>	3000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social/emotional Curriculum/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Site Counselor/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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 activities 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

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6,000.00
<b>Source</b>	After School and Education Safety (ASES)
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide coaches and instructors for extracurricular opportunities on campus outside of the academic school day
<b>Amount</b>	2,380
<b>Source</b>	After School and Education Safety (ASES)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

<b>Budget Reference</b>	<b>Amount</b>
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 Laffin	Classroom Teacher
Aniko Taubenheim	Other School Staff
Norma Guzman	Parent or Community Member
Maria Hernandez	Parent or Community Member
Christina Morelos	Parent or Community Member
Monica Robles	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 20, 2022.

Attested:

Principal, Jared Banks on October 20, 2022

SSC Chairperson, Monica Robles on October 20, 2022



# Addendum

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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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **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.

<b>School Name</b>	Orcutt School for Independent Study
<b>Address</b>	1220 Oak Knoll Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-0141168
<b>Principal</b>	Cher Manich
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	September 25, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	December 1, 2023
<b>Local Board Approval Date</b>	December 13, 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

## Vision:

To be a benchmark independent study program, recognized for effective student-centered learning environments, a welcoming community that promotes mutual respect and the appreciation of diversity of experiences that make up its population, with an unwavering emphasis on preparing students to be leaders equipped as thriving citizens in the 21st century global society.

## Mission:

Orcutt School for Independent Study provides innovative avenues of study and educational options that place a premium on academic learning, with caring relationships at its core. As partners, students, parents, staff and the community work together to ensure a nurturing, caring environment where students achieve their potential.

# School Profile

The Orcutt School for Independent Study (OSIS) is in its third year as an Orcutt Union School District school offering independent study options to students in grades K-8. Prior to 2021-2022, the school was affiliated with the Orcutt Academy Charter School as an independent study program. In the wake of the alterations to independent study brought on by AB 130, District Superintendent Dr. Holly Edds on August 6, 2022 made the decision to once again affiliate the independent study program with the district (not the charter) and to work toward establishing the program as a separate district school.

What follows is a brief recap of how OSIS operates as a school:

## School Organization

OSIS is a full-fledged district school, with all revenue through enrollment going to the Orcutt Union School District. The school's format is independent study and it adheres to AB 130 and all state laws, Board Policies, and Administrative Regulations that pertain to that educational option. Grade levels served are kindergarten through eighth grade. The school currently serves 52 students. Cher Manich is the principal, and the school employs four teachers and an office manager. The campus location is at 1220 Oak Knoll Road in Orcutt, where it occupies a portion of the Ralph Dunlap School site. OSIS has an approved budget as a separate school, and its budget structure is consistent with the budget structure of other schools in the district. OSIS is responsible for required state documents such as the School Plan for Student Achievement, Safe Schools Plan, and School Accountability Report Card. As part of the district, OSIS potentially will be able to benefit from federal and state grants allocated to the district.

## Curriculum

OSIS utilizes district-adopted curricula that fully align with state standards and state requirements. In addition to the core curriculum and its online components, OSIS students and teachers also have access to supplemental district online programs such as Edmentum, Zearn Math, and Imagine Learning (for English Learners). OSIS teachers participate in professional development on curriculum provided by the OUSD Educational Services Department with the support of a Teacher on Special Assignment. Teachers are also provided opportunities to participate in grade-level collaboration to calibrate and prioritize teaching/learning strategies based on present-level data outcomes.

## Instruction

OSIS offers a blended option that features three days of in-person instruction and two days of home study. It also offers a full home study option and an option for dual enrollment with the district's junior high schools. These options will feature daily interaction and live synchronous instruction to the extent required by AB 130. The program has some academic intervention offerings facilitated by the district Educational Services Department.

## Assessment

OSIS administers the same benchmark and state assessments as other K-8 schools in the district; these include assessments with Acadience reading fluency, NWEA reading and math, and all required state tests ranging from state fitness testing to ELPAC to CAASPP English Language Arts and Math, and CAST. Because OSIS is a separate school entity, it will have its own entry on the California School Dashboard where assessment results will be reported.

## Student Supports

OSIS students have access to Special Education services, counseling services, and other student supports. Principal Manich and her staff have school rules and policies in place and have begun implementing Positive Behavioral Interventions and Supports (PBIS) strategies utilized by the district's other schools. OSIS will continue to organize assemblies, activities, and events that enrich students' learning experiences and enable families to feel an affinity with the program. If students and families desire, OSIS can partner with other district schools to make available opportunities for extracurricular activities, athletics, and academic competitions. Currently, outreach to partner with the Ralph Dunlap campus PTA and their events have begun as OSIS now shares its campus with Ralph Dunlap. This makes for a natural partnership working together.

For the 2023-2024 school year, 52 students are enrolled, including 4.55% classified as English Language Learners, 9.09% as students with disabilities, and 0% as socioeconomically disadvantaged. The ethnic composition of the student body is 60.0% Hispanic, 2.2% American Indian/Alaskan Native, 2.2% Asian, 28.9% White, 2.2% Two or More Races, and 4.4% declined to state.

**English Language Learners:** English Learners represent 4.55% of the student population. Students who may enroll as English Learners would be reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 3 or 4 on OPTEL (Observation Protocol for Teachers of English Learners) 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 9.09% of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services include speech & language services, a Resource Specialist Program, adaptive physical education, and counseling as determined by an SST process, IEP meeting, and/or where applicable, parent request. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard-of-hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and push-in classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group or simply attending school events. Parents stay informed on upcoming events and school activities through email, school newsletters, the school website, and the ParentSquare digital communication tool/app. Opportunities to serve on committees include the following: District English Learner Advisory Council and School Site Council.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement was discussed at the following:  
Leadership Meeting of October 26, 2023.  
Staff Meeting of November 8, 2023.  
School Site Council meeting of December 1, 2023.

There is a continual dialogue about the operations of the program due to the requirements of AB 130, the needs of students with or without academic or social-emotional supports, as well as collaboration with other schools within the district to provide intra-district transfers with minimal delays or disruption to student learning goals.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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 Races	6.4%	6.94%	7.82%	56	53	60
<b>Total Enrollment</b>				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
<b>Total Enrollment</b>	871	764	767

**Conclusions based on this data:**

1. Data prior to 2022-2023 reflects the Orcutt Academy Charter when Orcutt School for Independent Study was part of that school charter. Data for the 2022-2023 school year represents Orcutt School for Independent Study as an official school within the district and not part of the charter.
2. As a charter, enrollment increased during the 2020-2021 school year which may have been a direct result of the pandemic. Enrollment dropped significantly (21 students from 2020-2022; or 107 students from 2021-2022) in 2021-2022. Enrollment increased by 3 students in the 2022-2023 school year as observed by the charter data.
3. As a charter, all subgroups declined in enrollment with the exception of American Indian which increased by 1 student, African American students increased by 7, and multiple races increased by 4. The greatest declines were in Hispanic/Latino with an 18 student drop, and White students declined by 92 students over the three year period.

# 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. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, there was not an identifiable source amount of reclassified students in 2021-2022 nor 2022-2023. Five students were reclassified in 2020-2021.
3. As a charter, enrollment of English Learner's decline by three students presumably due to the number of students who were reclassified in 2020-2021. Enrollment dropped by an additional four students in 2022-2023.

# 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

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		*	*		*	*		*	*
<b>Grade 4</b>		*	*		*	*		*	*
<b>Grade 5</b>		*	*		*	*		*	*
<b>Grade 6</b>		*	*		*	*		*	*
<b>Grade 7</b>		*	*		*	*		*	*
<b>Grade 8</b>		*	*		*	*		*	*
<b>Grade 11</b>	45.53	36.73	27.27	51.22	52.38	54.55	3.25	10.88	18.18
<b>All Grades</b>	45.53	32.07	27.36	51.22	55.27	55.72	3.25	12.66	16.92

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		*	*		*	*		*	*
<b>Grade 4</b>		*	*		*	*		*	*
<b>Grade 5</b>		*	*		*	*		*	*
<b>Grade 6</b>		*	*		*	*		*	*
<b>Grade 7</b>		*	*		*	*		*	*
<b>Grade 8</b>		*	*		*	*		*	*
<b>Grade 11</b>	34.96	38.10	31.19	58.54	53.06	46.79	6.50	8.84	22.02
<b>All Grades</b>	34.96	31.22	29.00	58.54	54.43	49.50	6.50	14.35	21.50

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		*	*		*	*		*	*
<b>Grade 4</b>		*	*		*	*		*	*
<b>Grade 5</b>		*	*		*	*		*	*
<b>Grade 6</b>		*	*		*	*		*	*
<b>Grade 7</b>		*	*		*	*		*	*
<b>Grade 8</b>		*	*		*	*		*	*
<b>Grade 11</b>	17.07	23.13	19.09	80.49	65.99	64.55	2.44	10.88	16.36
<b>All Grades</b>	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. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter of students tested, 61.19% of all students met or exceeded standard in ELA in 2022-2023, a drop from 63.29% in 2021-2022.
3. As a charter, students in grades 3, 4, 6, and 7 showed an increase in percentage of students meeting or exceeding standards in ELA with increases of 35.71%, 41.22%, 31.25%, and 12.5% with 5th and 8th showing a decrease in meeting/exceeding standards with a loss of 16.25 and 3.75% respectfully.

# 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

<b>Concepts &amp; Procedures</b> 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

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	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

<b>Communicating Reasoning</b> 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. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.

2. As a charter, significant drops in students meeting or exceeding standard in overall mathematic performance were evident, with 49.15% meeting/exceeding standard in 2020-2021, 44.77% in 2021-2022, and 42.16% in 2022-2023. This was an overall loss of 6.99% meeting/exceeding standard.
3. Significant gains were made in grades 3, 4, and 6 in meeting and exceeding standard in math proficiency with 14.16%, 21.43%, and 37.5% increases respectfully. Losses were noted in grades 5, 7, and 8 with losses of 18.75% in grades 5 and 7 and 12.5% for 8th grade students meeting/exceeding standard.

# 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	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	6	5	*
10	*	*	*	*	*	*	*	*	*	6	6	*
11	*	*	*	*	*	*	*	*	*	*	*	6
12	*	*	*	*	*	*	*	*	*	*	*	4
All Grades										23	21	20

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	*	*		*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	28.57	20.00	60.87	57.14	50.00	8.70	14.29	25.00	4.35	0.00	5.00	23	21	20

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	*	*		*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	65.22	33.33	45.00	26.09	61.90	45.00	4.35	4.76	5.00	4.35	0.00	5.00	23	21	20

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	*	*		*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.04	14.29	10.00	39.13	42.86	15.00	34.78	38.10	55.00	13.04	4.76	20.00	23	21	20

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	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	23.81	10.00	65.22	76.19	80.00	8.70	0.00	10.00	23	21	20

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	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	86.96	57.14	80.00	8.70	42.86	20.00	4.35	0.00	0.00	23	21	20

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	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.39	23.81	10.00	43.48	66.67	55.00	39.13	9.52	35.00	23	21	20

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	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.74	19.05	25.00	69.57	66.67	65.00	8.70	14.29	10.00	23	21	20

**Conclusions based on this data:**

1. Data reflects the Orcutt Academy Charter data, for years 2020-2021 and 2021-2022. For the 2022-2023 school year, Orcutt School for Independent Study was no longer part of the charter.
2. There was not enough significant data at each grade level to determine a specific area of growth per grade level.
3. To look at overall data as a charter, student proficiency decreased in overall proficiency of 3 or 4 on ELPAC from 86.96% in 2020-2021 to 70% in 2022-2023. Since limited values represented numbers of students testing, a single score could alter data outcomes significantly.



# 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
<b>764</b>	<b>26.2</b>	<b>3.4</b>	<b>0.4</b>
Total Number of Students enrolled in Orcutt School for Independent Study.	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:**

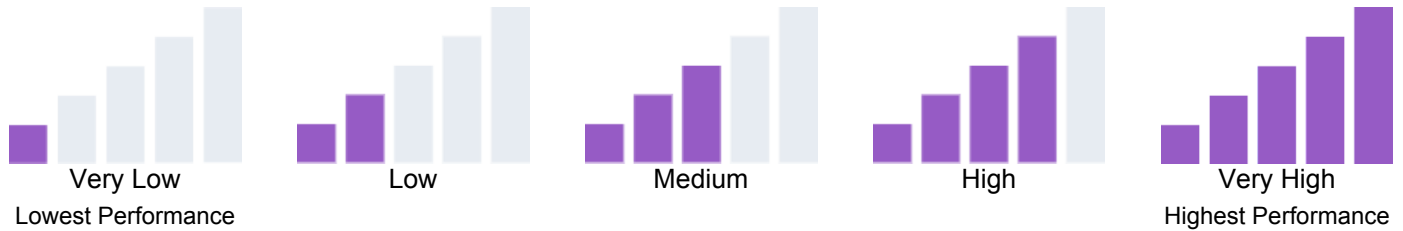
1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, the socioeconomically disadvantaged remained the largest student group enrolled at 26.2%.
3. Hispanic (43.6%) and white(42.1%) students remained the largest student subgroups enrolled and make up 86% of the student body.

# 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
<b>English Language Arts</b>  High	<b>Graduation Rate</b>  Very High	<b>Suspension Rate</b>  Low
<b>Mathematics</b>  Medium	<b>Chronic Absenteeism</b>  Very High	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

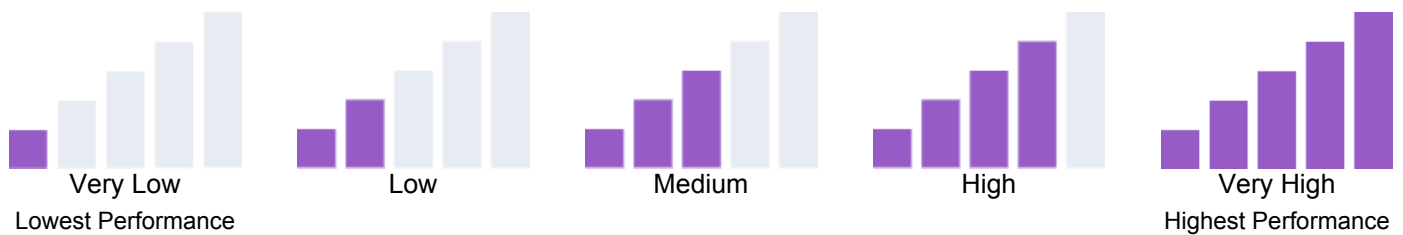
1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, chronic absenteeism data reflects that this is the greatest area of need for improvement.
3. As a charter, even with chronic absenteeism indicating another area of focus for improvement, graduation rates remained very high.

# School and Student Performance Data

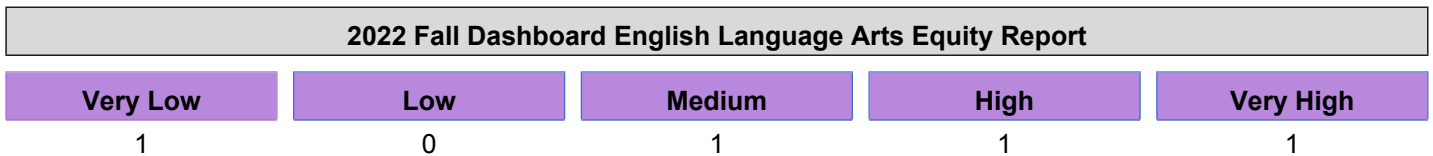
## Academic Performance English Language Arts

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](#).

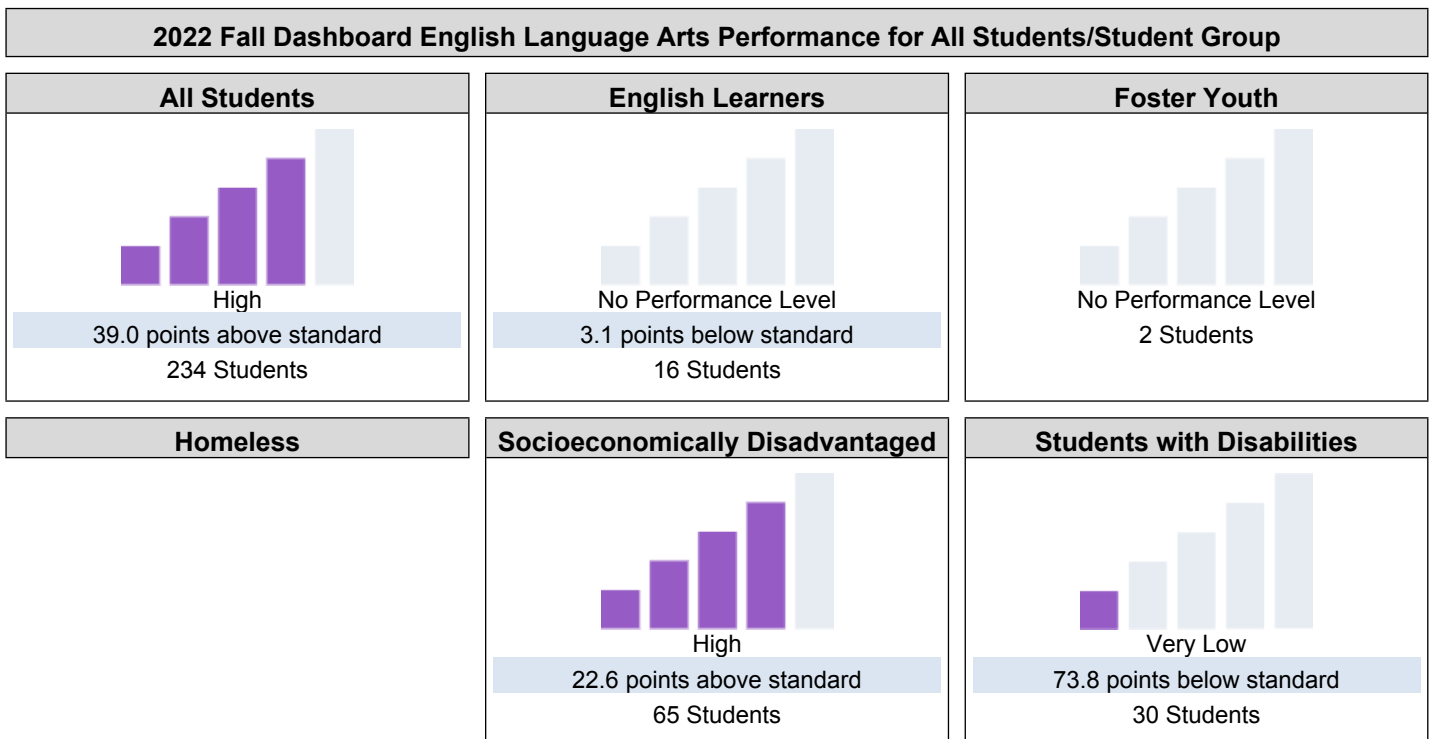
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



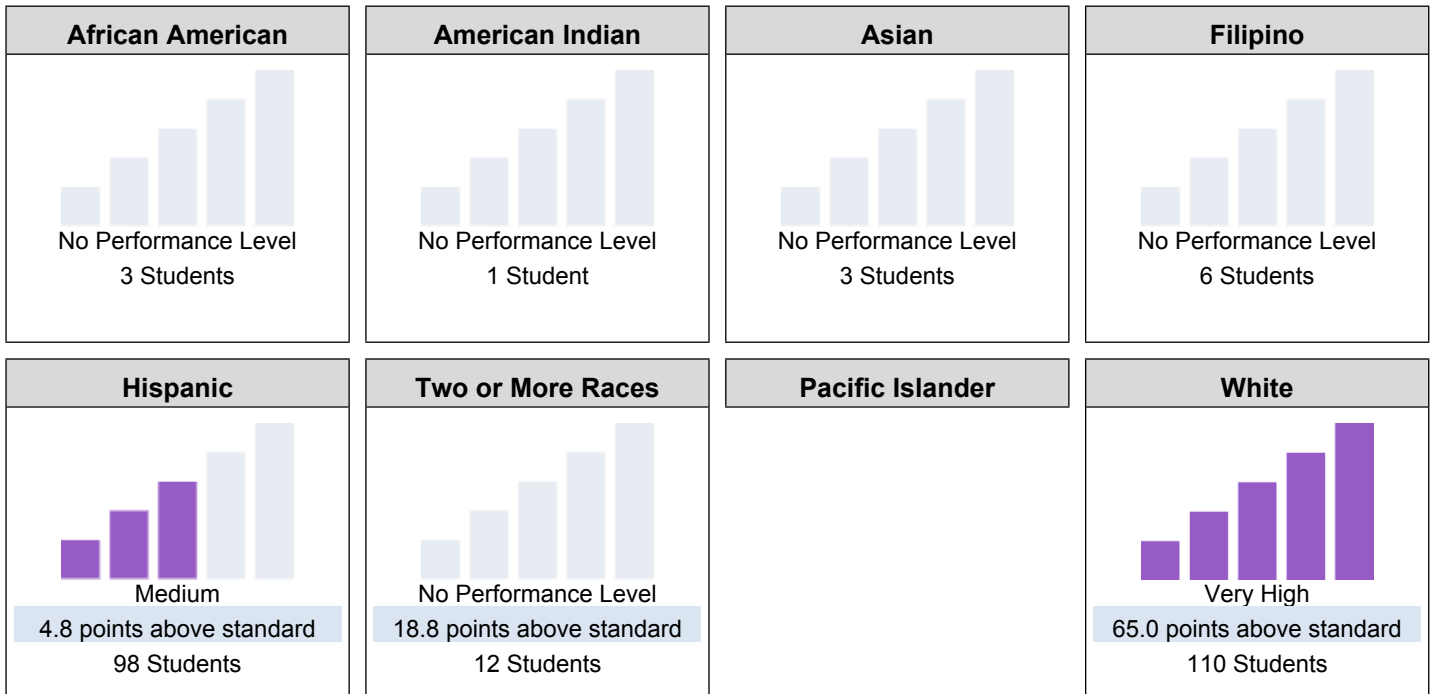
This section provides number of student groups in each level.



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 by Race/Ethnicity**



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:**

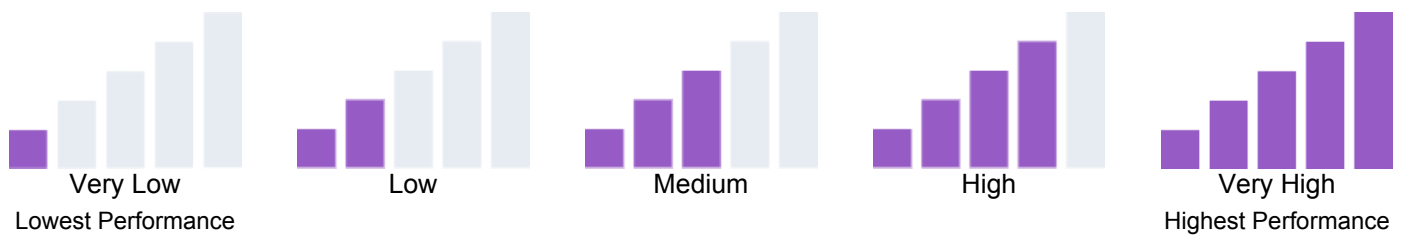
1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, Hispanic students made gains in English Language Arts proficiency; however, English Learners proficiency rates reflected 3.1 points below standard in English Language Arts,
3. As a charter and as a whole, overall data indicated that students increased proficiency in ELA with an average gain of 39.0 points above standard for 2022-2023; this was a greater gain than the 1.9 points of 2021-2022. Socioeconomically disadvantaged students also made high gains with 22.6 points above standard.

# School and Student Performance Data

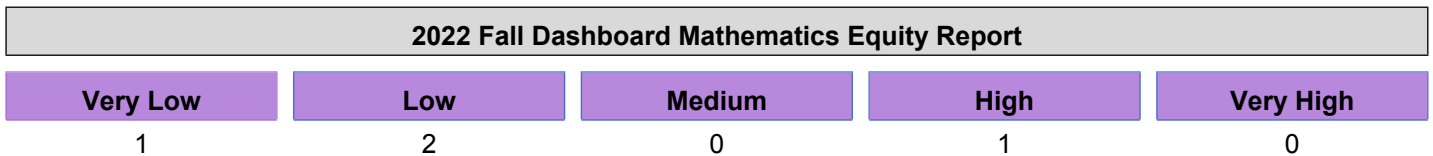
## Academic Performance Mathematics

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](#).

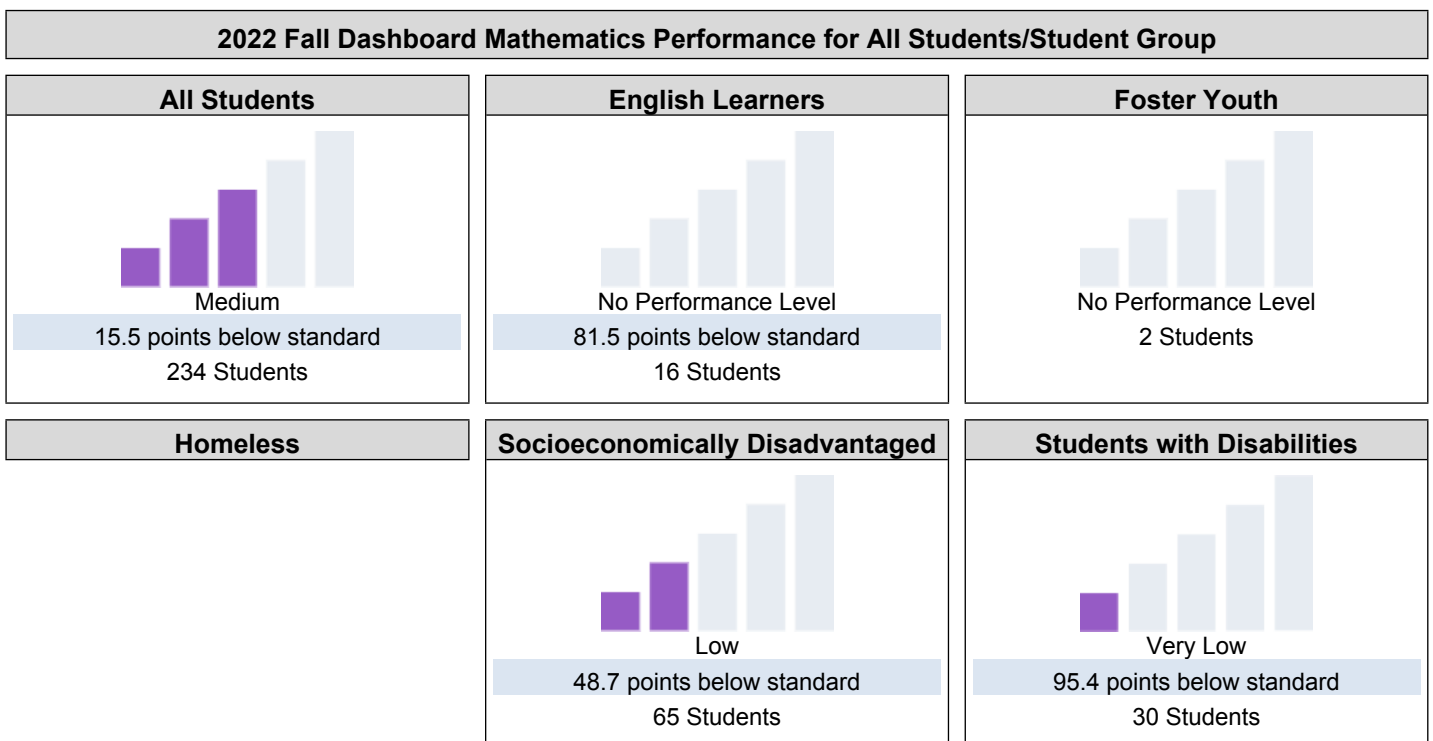
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



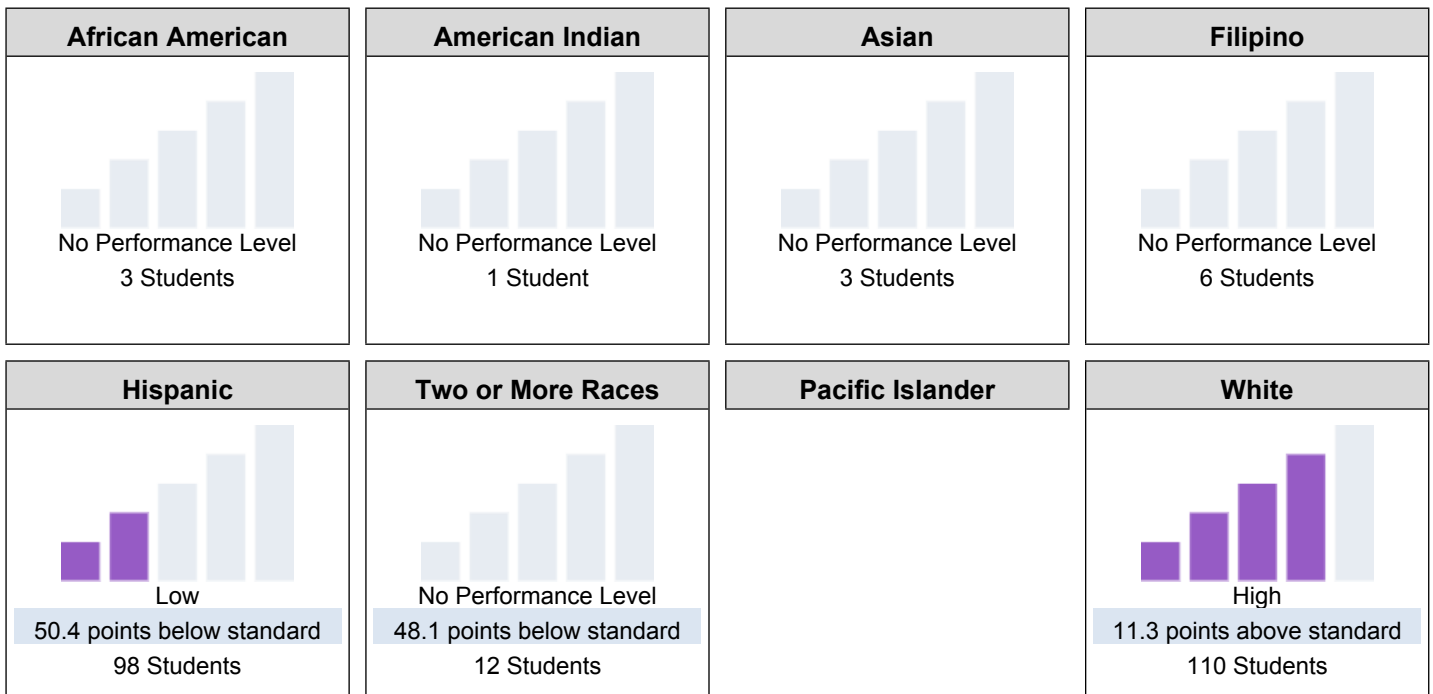
This section provides number of student groups in each level.



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 by Race/Ethnicity



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	<div style="background-color: #e0e0e0; padding: 2px;">69.7 points below standard</div> 12 Students	<div style="background-color: #e0e0e0; padding: 2px;">11.9 points below standard</div> 204 Students

### Conclusions based on this data:

1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, Hispanic students decreased or made low growth with students scoring 50.4 points below standard in math performance. However, English Learners although performance levels were not indicated, scored 81.5 points below standard.
3. Socioeconomically disadvantaged students also showed low growth in proficiency in math, with a 48.7 points below standard.



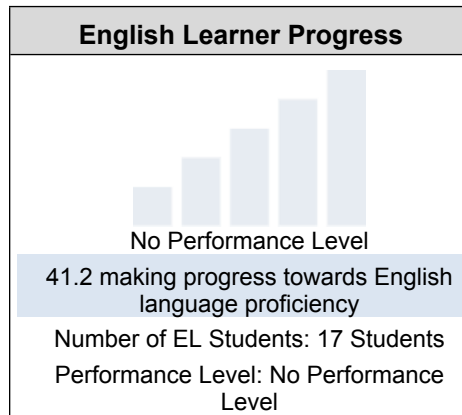
# School and Student Performance Data

## 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



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:

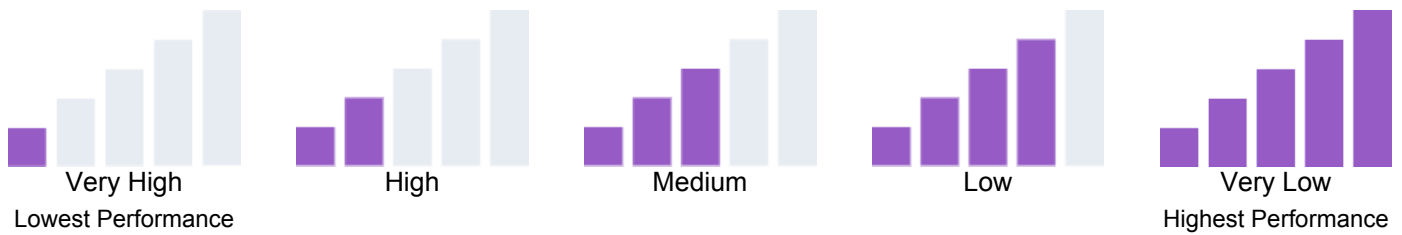
1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, 41.2 % of English Learner's progressed one ELPI Level.
3. Of the 17 students tested, 29.4% decreased one ELPI Level.

# School and Student Performance Data

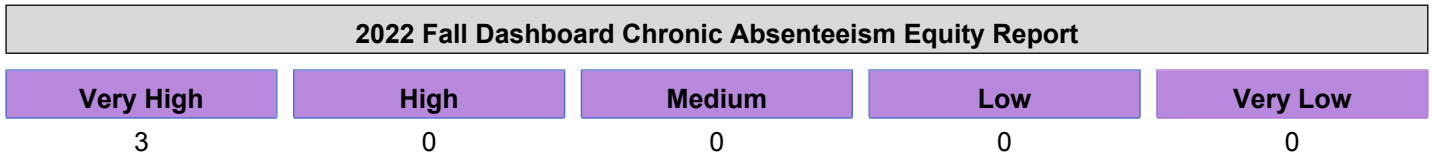
## Academic Engagement Chronic Absenteeism

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](#).

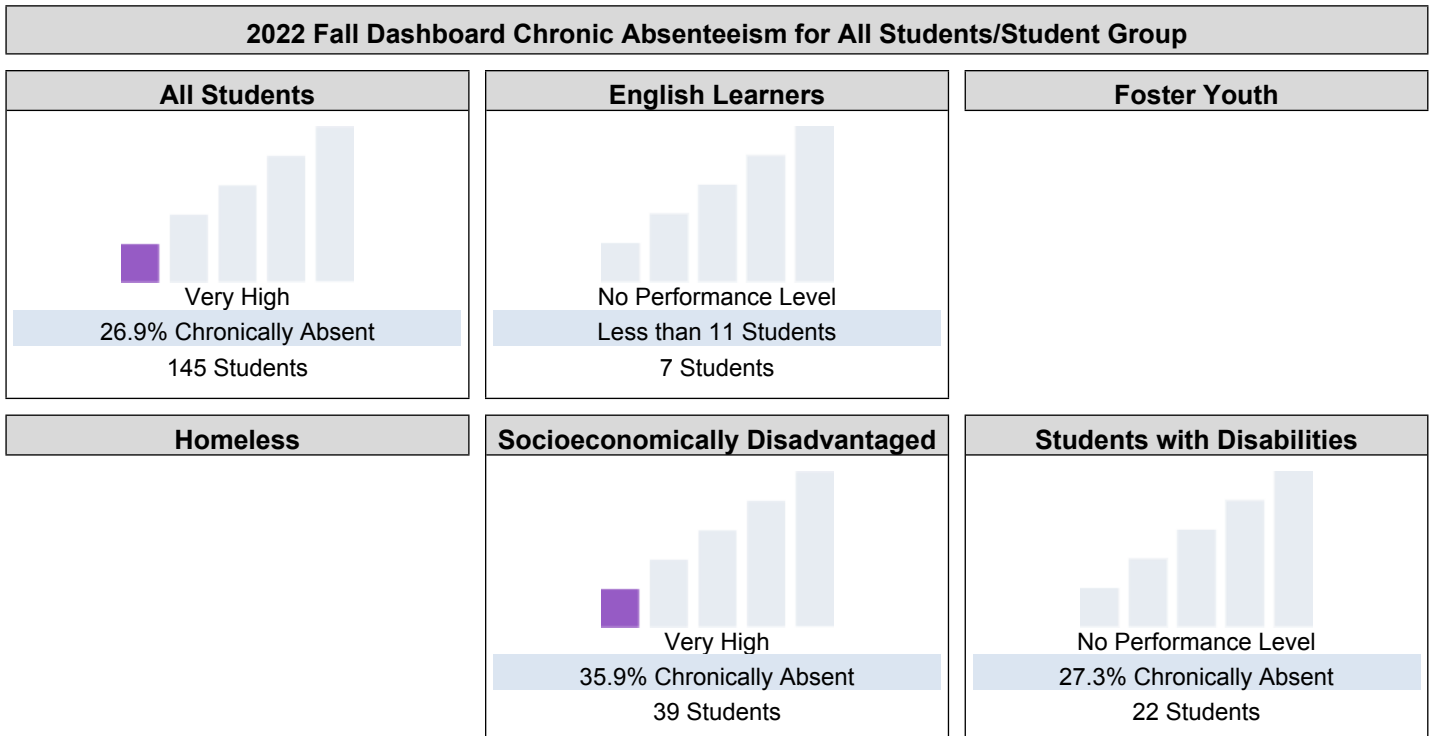
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



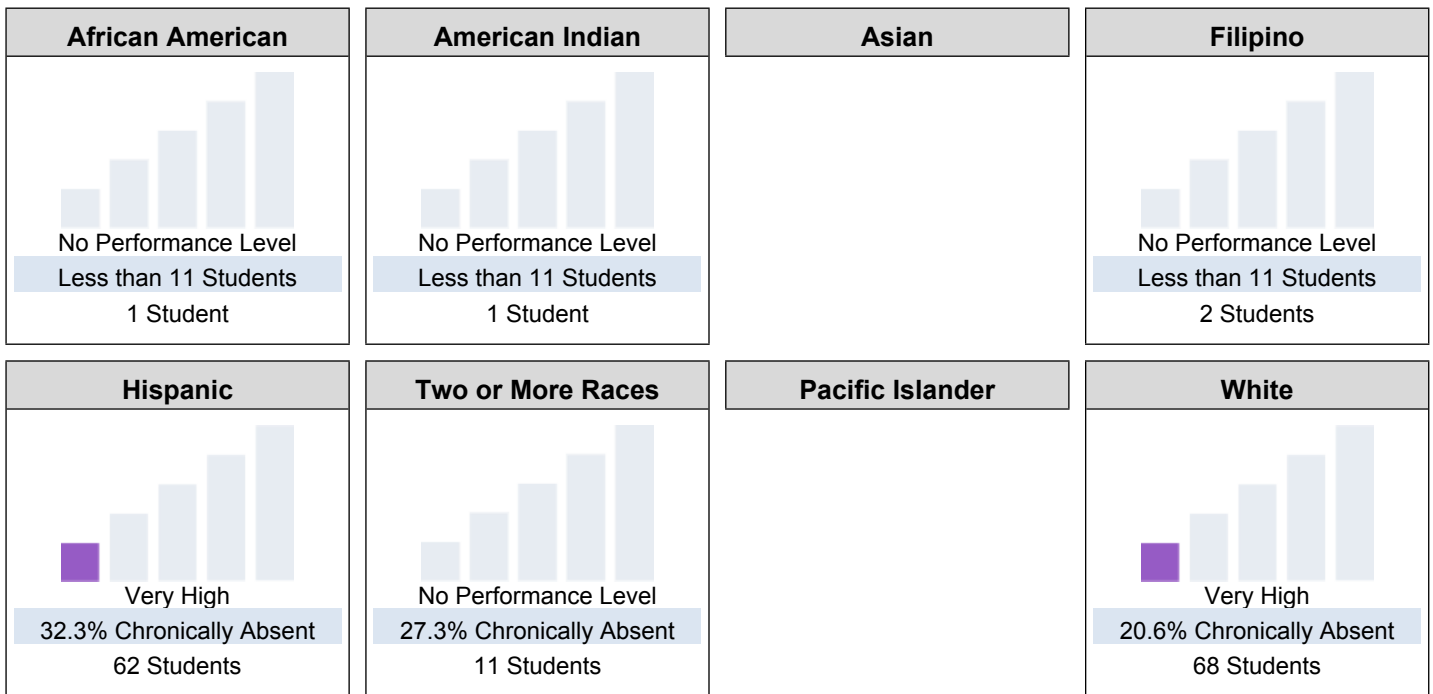
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

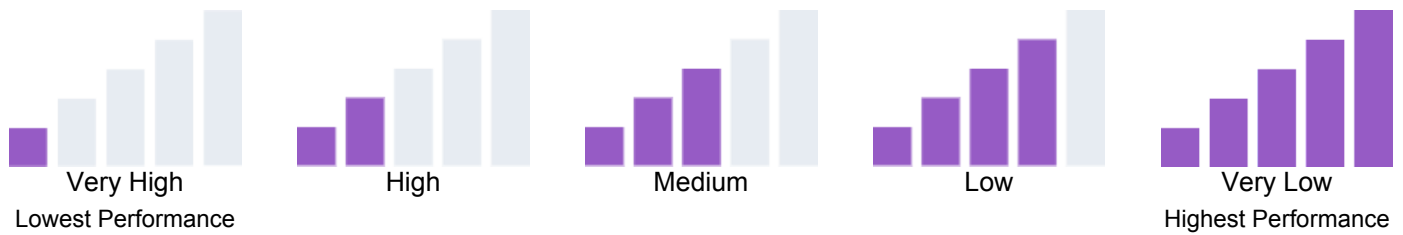
1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, Socially Disadvantaged students and Hispanic students had very high absentee rates with over 30% chronically absent. White students also reflected very high chronically absent rates, although at a rate of just over 20%.
3. Students with two or more races as well as students with disabilities showed 27.3% chronically absent but was not reflected in performance levels.

# School and Student Performance Data

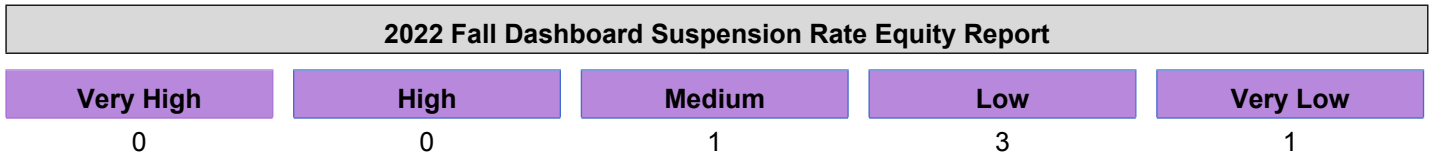
## Conditions & Climate Suspension Rate

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](#).

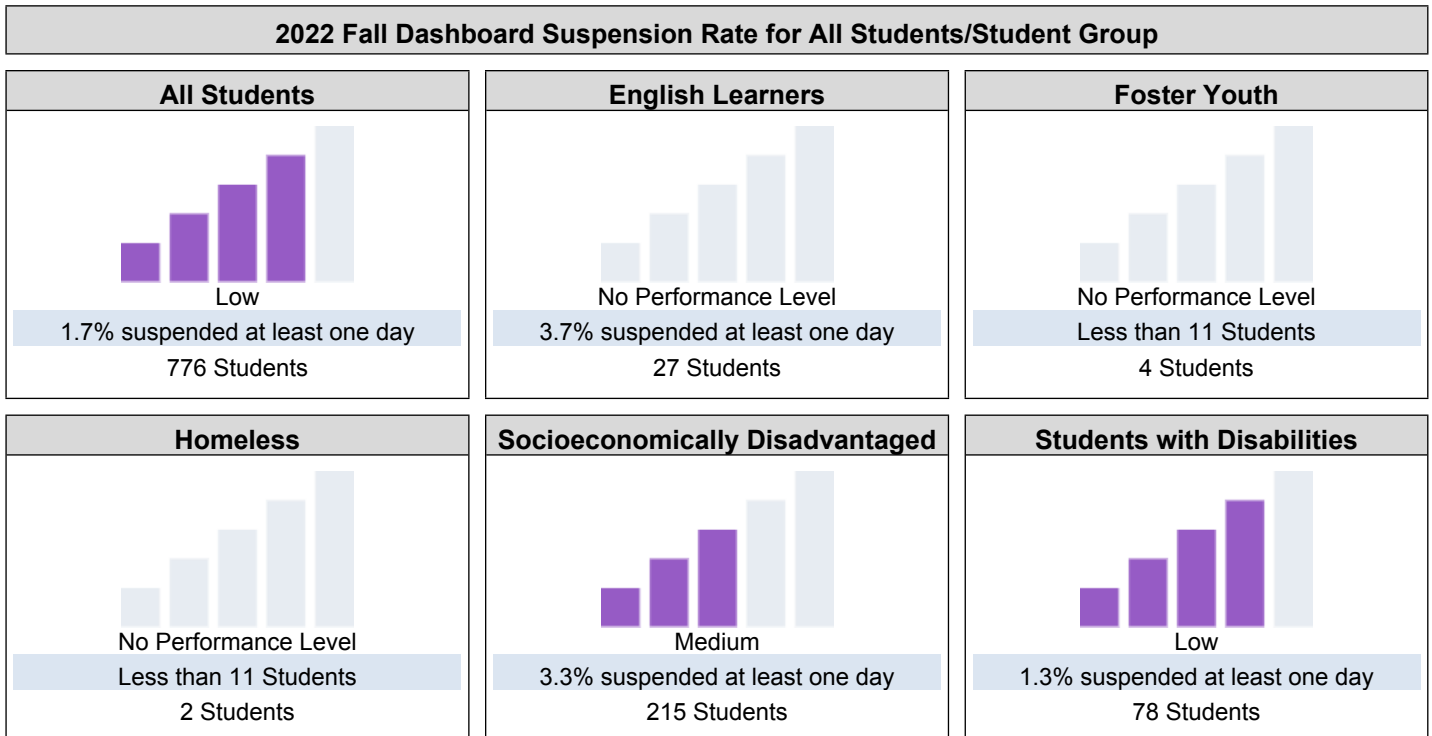
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



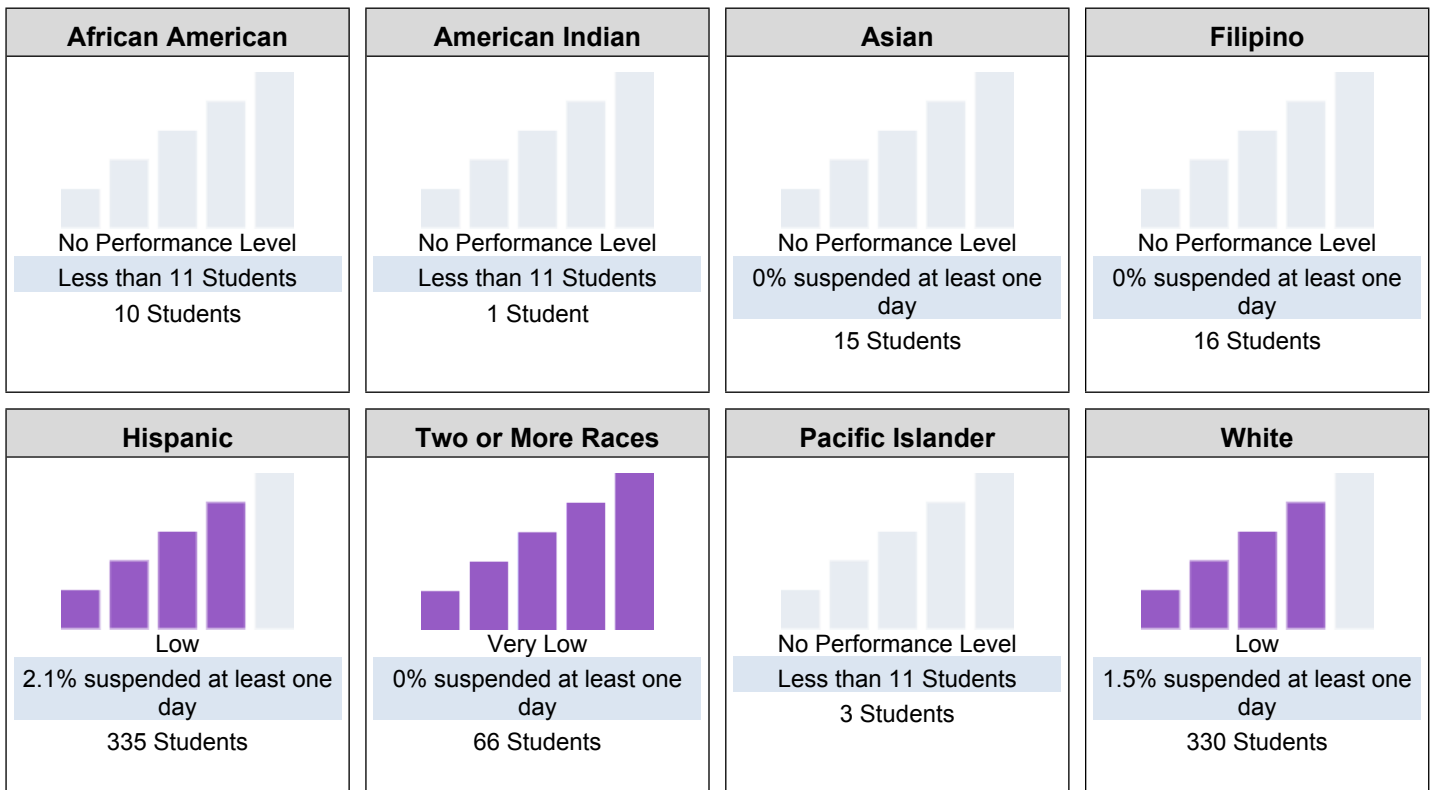
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

1. Data reflects the Orcutt Academy Charter data, and as of 2021-2022, Orcutt School for Independent Study is no longer part of the charter.
2. As a charter, suspension rates decreased for all student groups.
3. As a charter, Hispanic, two or more races, and students with disabilities subgroups reflected low or very low suspension rates.

# 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
Grades 1-8: Percentage of students scoring "Avg" "Hi Avg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment.	The percentage of students scoring "Avg" "HiAvg" or "Hi" will increase by 5% as measured by NWEA Reading Assessment.  Goal for Spring 2023: 70%	Spring Reading Scores for Grades 1-7: 56% (goal not 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.	Acadience Spring Reading Composite scores reflected 0% at or above benchmark. (goal not met)

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling</p>	<p>A. Teachers continued to refine the 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) worked with teachers to teach the adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p> <p>Teachers worked with identified students and were supported in</p>	<p>TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students, and gifted students. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p> <p>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.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the</p>	<p>implementing and teaching the standards, including the integration of technology ensuring all students had access to the curriculum. Teachers participated in professional growth opportunities. The TOSA team provided support for the identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p> <p>Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. TOSAs supported teachers by providing professional development on the implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA specialized in the Wonders curriculum for grades K-5. One TOSA specialized in English Language Development (ELD) for English Learners.</p> <p>Focus areas were established for initial classroom instruction (Tier 1) that contributed 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</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.</p> <p>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.)</p>	<p>meet individual needs in reading and fostering student engagement and social-emotional wellness." (Examples: academic vocabulary, citing evidence in writing, and close reading.)</p>		
<p><b>B. Progress Monitoring</b></p> <p>In English/language arts, teachers will monitor student progress by regularly reviewing and analyzing student work and assessment data. Metrics to help with this will include Acadience Reading, the NWEA reading test, end-of-unit textbook assessments, the district writing performance assessment, and state CAASPP tests in ELA. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students.</p> <p>Teachers will attend Student Success Team</p>	<p><b>B. Progress Monitoring</b></p> <p>In English/language arts, teachers monitored student progress by regularly reviewing and analyzing student work and assessment data. Metrics to help with this was Acadience Reading, the NWEA reading test, end-of-unit textbook assessments, the district writing performance assessment, and state CAASPP tests in ELA. Teachers utilized data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students.</p> <p>For students showing consistent need for support, teachers attended Student Success</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p>	<p>Progress Monitoring Materials/District Funded None Specified District Funded 0</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
meetings with parents to address these needs.	Team meetings with parents, principal, and school psychologist to identify needs and develop plans to provide appropriate measures for addressing those needs.		
<p>C. Academic Intervention (Tier 2)</p> <p>Reading intervention classes will be offered (30-minute blocks, 3-4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by classroom and/or intervention teachers. The TOSAs will provide support for the identification of and training in effective, research-based interventions for at-risk students.</p> <p>Increased education opportunities will also be provided: After-school tutoring with our certificated teachers will be offered throughout the school year.</p>	<p>C. Academic Intervention (Tier 2)</p> <p>Reading intervention classes were offered within the 3-day schedule for the area of reading. Identified students received targeted support through on-site interventions provided by classroom teacher. The TOSAs provided support for the identification of and training in effective, research-based interventions for at-risk students.</p> <p>Increased education opportunities were also provided: After-school 1-1 tutoring with our certificated teachers were offered throughout the school year.</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 200</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 200</p>

## Analysis

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

Teachers utilized district adopted curriculum with supporting digital components. Teachers participated in targeted professional growth opportunities that aligned with district adopted curriculum, assessments, and priorities. Intervention was offered but not consistently implemented with our unique school schedule. Student Success Team meetings were held for students not meeting grade level expectations in classroom/school achievement data .

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

Three students represented the entirety of the Kindergarten assessment. Assessments components in the fall benchmark did not match the same assessments in the Spring benchmark.

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

No material differences were noted.

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

Continued Tier 1 focus strategies with time in text as well as digital progress monitoring training and implementation for teachers. Exploring ways to make Tier 1 more engaging with experiential and project based learning will be a focus during the PLC process of planning instruction.

# 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
NWEA-MAP Grades 1-8 Mathematics Assessment % students scoring "Avg," "HiAvg," and "Hi"	The percentage of students scoring "Avg," "HiAvg," and "Hi" will increase by 5% as measured by the NWEA Mathematics Assessment administered in Spring 2023 to result in 34% at or above.	The percentage of students scoring "Avg," "HiAvg," and "Hi" increased by 13% as measured by the NWEA Mathematics Assessment administered in Spring 2023. (goal met)

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>Teachers will implement the district-adopted curriculum in mathematics (Expressions for grades K-5, College Preparatory Mathematics for grades 6-8), and district supplemental curriculum (Zearn). The Teacher on Special Assignment (TOSA) assigned to OSIS will provide initial and follow-up training for OSIS teachers. Emphasis will be given to online components suited for home study and to supplemental materials that are pertinent to English Learners and struggling students.</p> <p>The TOSA team will provide support for the identification of and training in effective, research-based instruction for at-risk</p>	<p>A. Initial Classroom Instruction (Tier 1)</p> <p>Teachers implemented the district-adopted curriculum in mathematics (Expressions for grades K-5, College Preparatory Mathematics for grades 6-8), and district supplemental curriculum (Zearn). The Teacher on Special Assignment (TOSA) assigned to OSIS provided initial and follow-up training for OSIS teachers. Emphasis was given to online components suited for home study and to supplemental materials that were pertinent to English Learners and struggling students.</p> <p>The TOSA team provided support for the identification of and training in effective, research-based instruction for at-risk</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Professional development: Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Professional development: Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students, especially English learners, foster youth, and low-income students.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>The principal and TOSA will monitor instruction via classroom walk-throughs during blended instruction, visits to virtual lessons during synchronous instruction, and reviews of student work assigned by teachers.</p>	<p>students, especially English learners, foster youth, and low-income students.</p> <p>Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>The principal and TOSA monitored instruction via classroom walk-throughs during blended instruction, visits to virtual lessons during synchronous instruction, and reviews of student work assigned by teachers.</p>		
<p><b>B. Progress Monitoring</b></p> <p>Teachers will utilize data (NWEA, IABs, and SBAC assessment data) and Zearn alerts to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.</p> <p>The TOSA team will provide support for the identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p>	<p><b>B. Progress Monitoring</b></p> <p>Teachers utilized data (NWEA, IABs, and SBAC assessment data) and Zearn alerts to design interventions and supports for students. Teachers attended Student Success Team meetings with parents to address needs for identified students. Additional digital programs, MyPath, were piloted as they aligned with NWEA results and targeted student achievement gaps and/or strengths.</p> <p>The TOSA team provided support for the identification of and training in effective, research-based instruction and intervention for at-risk</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	students, especially English learners, foster youth, and low-income students.		
<p>C. Academic Intervention (Tier 2)</p> <p>The district literacy consultant and TOSAs will provide support for the identification of and training in effective, research-based interventions for at-risk students. In coordination with TOSA, teachers will identify students in need of targeted academic intervention.</p> <p>Identified students will receive support through increased education opportunities such as after-school tutoring with one of our certificated teachers throughout the school year, math labs, the Pathblazer personalized learning program, and enrichment opportunities like family math nights.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-8) and Pathblazer to bolster students' skills in math.</p>	<p>C. Academic Intervention (Tier 2)</p> <p>The district literacy consultant and TOSAs provided support for identification of and training in effective, research-based interventions for at-risk students. In coordination with TOSA, teachers identified students in need of targeted academic intervention.</p> <p>Identified students received support through increased education opportunities such as after school tutoring with one of our certificated teachers throughout the school year, math labs, Zearn, Pathblazer and MyPath personalized learning programs, and enrichment opportunities like the family math night.</p> <p>The district placed supplementary online programs that provided intervention as well as extra practice for students; as an example, teachers utilized Zearn (grades K-8), Pathblazer, and MyPath to bolster students' skills in math. Some teachers also utilized Xtra Math to increase fact fluency skills.</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Materials for Math Intervention 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Materials for Math Intervention 4000-4999: Books And Supplies LCFF - Supplemental 500</p>

## Analysis

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

Teachers sought to implement a variety of strategies to target students learning gaps and provide extension and enrichment opportunities through the use of core curriculum, digital curriculum, digital games, digital programs aligned to assessment outcomes, as well as board games aligned with math goals.

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

Strategies resulted in mathematical growth on school-wide student district assessments. Data fluctuations and discrepancies were evident with continuous variations in enrollment of students throughout the year. Additionally, the district opted to forgo testing of 8th graders in the Spring as they were taking SBAC instead and with transitioning to high school, NWEA is not reflected on nor utilized at that level.

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

No material differences were noted 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.

Tier 1 instruction will continue to be a focus, with changes in progress monitoring and Tier 2 strategies. MyPath and Pathblazer will be replaced by Edmentum, a district supplemental program. Additional focus will be placed on targeted and personalized instruction as it aligns with standards and Universal Design for Learning.

# 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
<p>School attendance (in the independent study format, attendance is determined through student completion of independent study assignments)</p> <p>Chronic absenteeism (students who are marked absent for 10% or more of the time)</p>	Maintain 100% school attendance rate in 2022-2023	Student attendance rate resulted in 86.7% attendance (goal not met).

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture and Communication with Students</p> <p>Continue communication with students and parents/guardians on the importance of school attendance.</p> <p>Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p> <p>Provide digital experiences to enrich the curriculum and engage more fully in the school experience.</p> <p>Create opportunities for experiential math: family math nights, use of</p>	<p>A. School Culture and Communication with Students</p> <p>Communication with students and parents/guardians on the importance of school attendance/work completion was continued.</p> <p>Building a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition was implemented.</p> <p>Digital experiences to enrich the curriculum and engage more fully in the school experience was utilized.</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 712</p> <p>Digital and hands-on experiential activities to enrich the curriculum 4000-4999: Books And Supplies LCFF - Supplemental 1500</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF 712</p> <p>Digital and hands-on experiential activities to enrich the curriculum 4000-4999: Books And Supplies LCFF - Supplemental 1500</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
manipulatives, drop-in math labs, math talks.	Opportunities were created for experiential math: family math nights, use of manipulatives, drop-in math labs, math talks.		
<p data-bbox="103 426 444 527">B. School Programming and Communication with Families</p> <p data-bbox="103 562 444 898">Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. Implement incentives for increased and/or 100% attendance rates.</p> <p data-bbox="103 934 444 1165">As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p> <p data-bbox="103 1201 444 1369">Utilize office staff, counselor, and community liaison to work with students and families on improved attendance.</p> <p data-bbox="103 1404 444 1530">Utilize parent letters, district referrals, and the Tiered Reengagement Process.</p> <p data-bbox="103 1566 444 1776">Establish PBIS expectations and training to all stakeholders, to increase community building with common expectations.</p>	<p data-bbox="461 426 802 527">B. School Programming and Communication with Families</p> <p data-bbox="461 562 802 1165">Attendance data was regularly screened to identify students with issues completing work (which constitutes attendance in an independent study program). Regular contact with parents/guardians of these students was conducted through phone calls, emails, Parent Square messages by teacher, office staff, and administrator. Incentives for increased and/or 100% attendance rates were distributed.</p> <p data-bbox="461 1201 802 1411">When possible, worked with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p> <p data-bbox="461 1446 802 1614">Utilized office staff, counselor, and community liaison to work with students and families on improved attendance.</p> <p data-bbox="461 1650 802 1776">Utilized parent letters, district referrals, and the Tiered Reengagement Process.</p> <p data-bbox="461 1812 802 1961">Established PBIS expectations and training to all stakeholders, to increase community</p>	<p data-bbox="818 426 1159 678">School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p data-bbox="818 688 1159 926">Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p data-bbox="1175 426 1516 678">School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p data-bbox="1175 688 1516 926">Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	building with common expectations.		

## Analysis

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

Communication between school and home was ongoing throughout the year to emphasize student attendance. Rewards/incentives, tiered reengagement meetings, various forms of communication, and collective support systems were implemented.

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

All strategies worked to increase attendance and awareness around school as a priority for student learning. Some factors that brought attendance percentage down were that some students enrolled in the program throughout the year already had lower daily attendance rates in their files. Some students were diagnosed with medical needs that prevented daily attendance. Some students transferred out of state or school, and cumes were not requested expeditiously to enroll students in another school, so absences were recorded for extended periods.

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

No material differences were noted.

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

Seek to continue to hold re-engagement meetings to implement attendance expectations and unenroll students more expeditiously when attendance requirements are not being met. Continue to work on building school culture of inclusive practices, goal setting, and supports.

# 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
<p>October 2022 Student Survey October 2022 Parent Survey</p>	<p>Increase by 5% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships:</p> <p>Questions: There are adults at school who *really care about them (91%) *notice when they are not there (76%) *listen to them when they have something to say (76%) *are there for them when they have a problem or concern (84%) *believe they will be a success (76%)</p> <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication:</p> <p>Questions: At my child's school... *school staff communicate with parents about what is happening at the school (90%) *teachers communicate with parents about what students are expected to learn (50%) *parents feel welcome to be involved in the school (70%) *there is someone at school to talk to about a problem or concern (maintain, 100%) *school staff take parent concerns seriously (maintain, 100%)</p>	<p>Increases in the percentage of students who indicated it was "pretty much true" or "very much true" varied with increases on all questions but one on the student survey about caring relationships:</p> <p>Questions: There are adults at school who *really care about them (93%) *notice when they are not there (79%) *listen to them when they have something to say (79%) *are there for them when they have a problem or concern (100%) (goal met) *believe they will be a success (100%) (goal met)</p> <p>Increases in the percentage of parents who indicated they "agree" or "strongly agree" varied with increases on all questions on the parent survey about caring relationships and communication:</p> <p>Questions: At my child's school... *school staff communicate with parents about what is happening at the school (90%) *teachers communicate with parents about what students are expected to learn (80%) (goal met) *parents feel welcome to be involved in the school (90%) (goal met) *there is someone at school to talk to about a problem or concern (maintain, 100%) (goal met) *school staff take parent concerns seriously (maintain, 100%) (goal met)</p>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2022-2023 school year.</p> <p>Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.</p> <p>Regular lessons in social/emotional learning will be integrated into weekly instruction via blended or virtual activities; use of SEE learning and digital citizenship learning curriculum as is used within our district programming.</p>	<p>A. Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and school emphasized teacher-student relationships at the outset of the 2022-2023 school year.</p> <p>Materials were translated and Interpreters/liaisons were provided to make phone calls and assist at events/meetings when needed and/or requested.</p> <p>Regular lessons in social/emotional learning were integrated into weekly instruction via blended or virtual activities; use of SEE learning and digital citizenship learning curriculum was used within our district programming.</p>	<p>Bilingual Community Liaison provides translation for meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social/emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>	<p>Bilingual Community Liaison provides translation for meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social/emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>
<p>B. Support for Families</p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district will provide a range of parent education offerings via Zoom and other virtual platforms such as embedded video/document links within Parent Square and/or newsletters that provide tutorials, strategies, or tips.</p>	<p>B. Support for Families</p> <p>The principal, teachers, and office staff communicated regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district provided a range of parent education offerings via Zoom and other virtual platforms such as embedded video/document links within Parent Square and/or newsletters that provide tutorials, strategies, or tips.</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p>

**Planned  
Strategy/Activity**

**Actual  
Strategy/Activity**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

## Analysis

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

Communication was ongoing through multiple platforms: parent square, phone calls, face-to-face, virtual, and through field trips/meet-ups, and family nights. Bi-weekly newsletters were utilized for school to home partnerships in learning with video tutorials, celebrations and announcements, and guided teaching/learning strategy tips. SEE lessons were implemented on our Monday/Friday Google Meet days for all grade levels in addition to digital citizenship lessons. The liaison connected with families as needed for support in communication and access to resources.

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

Based on survey results, strategies proved successful in building morale and support even with this being a year of transition with new teachers, school site, students, and resources on the outset.

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

No material differences were noted.

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

Efforts utilizing these strategies will continue with an effort to expand on support services provided to families as well as opportunities to connect.

# 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	Decrease rate of suspensions and expulsions to 0% in 2022-2023.	Suspension of 1 student resulted in a suspension rate of 1.15% for the school year.

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p><b>A. School Culture</b></p> <p>At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.</p> <p>Offer school extracurricular events to students to build community, teamwork, and leadership skills, such as collaborative math/science activities, STEM/Math family nights, field trips, game nights, and student leadership opportunities.</p>	<p>Teachers worked on developing relationships and rapport with students. Math family night and a winter station rotation with games and crafts were hosted. Student Council was formed and met weekly. Field trips to Starbase and the YMCA were conducted. A meet-up at the Santa Barbara Zoo concluded our year in addition to a promotional ceremony.</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 500</p>
<p><b>B. Social/Emotional Learning and Support</b></p> <p>Regular lessons in social/emotional learning and digital citizenship lessons.</p> <p>Social Emotional lessons will explore social/emotional competencies such as</p>	<p><b>B. Social/Emotional Learning and Support</b></p> <p>Regular lessons in social/emotional learning and digital citizenship lessons were provided.</p> <p>Social Emotional lessons explored social/emotional competencies such as self-awareness, self-</p>	<p>Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>self-awareness, self-management, responsible decision-making, relationship skills, social awareness, and engagement.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.</p> <p>Use of digital citizenship lessons to infuse digital choice that limits/eliminates exposure to content that may increase anxiety, promote inaccuracies, or increases opportunities for exclusive/bullying behaviors.</p>	<p>management, responsible decision-making, relationship skills, social awareness, and engagement.</p> <p>Teachers focused on maintaining a close rapport with their students. As needed, teachers referred students with any struggles to the school site counselor or district psychologist or an SST (School Success Team) meeting was held to evaluate support options for the student.</p> <p>Digital citizenship lessons were taught and aimed at infusing digital choice that limited/eliminated exposure to content that may increase anxiety, promote inaccuracies, or increase opportunities for exclusive/bullying behaviors.</p>		

## Analysis

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

Teachers worked diligently to learn curriculum, assess student needs, and connect with students to provide a safe space for students learn and develop self-advocacy in their learning pathways. Teachers sought to connect with families at drop off and pick up, through written communication (ie. Parent Square, emails), as well as virtual contacts via Google Meet. Parents were invited to attend field trips and meet ups, as well as family activities hosted on campus.

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

With only 1 suspension and positive feedback on surveys, strategies appeared effective in developing and maintaining rapport with families and students.

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

No material differences are noted.

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

Continue to develop rapport with families and students as enrollment continues to fluctuate throughout the year. Continue to work with staff to develop family engagement activities to build community and connection. Continue outreach to counselors, SPED team, school psychologist, and liaison to provide support as needed.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English/Language Arts

### Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of English/language arts with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth, and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction, particularly for at-risk youth, and English Language Development (ELD) instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Grades 1-8: Percentage of students scoring "Avg" "Hi Avg" or "Hi" as measured by Spring 2024 NWEA Reading Assessment.	Grades 1-8: Percentage of students scoring "Avg" "HiAvg" or "Hi" as measured by Spring 2023 NWEA Reading Assessment.  Overall: 56%  Grade 1 - No 1st graders assessed % Hi % HiAvg % Avg % LoAvg % Low  Grade 2 34% Hi 0% HiAvg 0% Avg 33% LoAvg 33% Low  Grade 3 0% Hi 0% HiAvg 0% Avg 50% LoAvg 50% Low	The percentage of students scoring "Avg" "HiAvg" or "Hi" will increase by 5% as measured by NWEA Reading Assessment.  Goal for Spring 2024: 61%



Metric/Indicator	Baseline	Expected Outcome
	<p>Grade 4 29% Hi 0% HiAvg 28% Avg 0% LoAvg 29% Low</p> <p>Grade 5 29% Hi 0% HiAvg 28% Avg 0% LoAvg 43% Low</p> <p>Grade 6 0% Hi 22% HiAvg 34% Avg 22% LoAvg 22% Low</p> <p>Grade 7 14% Hi 38% HiAvg 10% Avg 14% LoAvg 24% Low</p> <p>Grade 8 0% Hi 0% HiAvg 100% Avg 0% LoAvg 0% Low</p>	
<p>Grades K: Percentage of students meeting proficiency as reported by Spring 2024 Acadience data.</p>	<p>Grade K: Percentage of students meeting proficiency as reported by Spring 2023 Acadience data: 0% Kindergarten At or Above Benchmark for Reading Composite Score.</p>	<p>Goal for Spring 2024 Acadience assessment: 80% of Kindergarten students will be At or Above Benchmark as measured by Acadience Reading Composite Score.</p>

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine the 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 the 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 the identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

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 the implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.

Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2023-2024 school year: "Literary and non-fiction reading, academic vocabulary in speaking and listening, intervention time block to meet individual needs in reading and fostering student engagement and social-emotional wellness." (Examples: academic vocabulary, citing evidence in writing, and close reading.)

### Students to be Served by this Strategy/Activity

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

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA salaries and benefits/District Funded

### Strategy/Activity 2

B. Progress Monitoring

In English/language arts, teachers will monitor student progress by regularly reviewing and analyzing student work and assessment data. Metrics to help with this will include Acadience Reading, the NWEA reading test, end-of-unit textbook assessments, the district writing performance assessment, and state CAASPP tests in ELA. Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students.

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Progress Monitoring Materials/District Funded

### Strategy/Activity 3

C. Academic Intervention (Tier 2)

Reading intervention classes will be offered (30-minute blocks, 3-4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by classroom and/or intervention teachers. The TOSAs will provide support for the identification of and training in effective, research-based interventions for at-risk students.

Increased education opportunities will also be provided: After-school tutoring with our certificated teachers will be offered throughout the school year.

### Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Mathematics

### Goal Statement

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

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-8 Mathematics Assessment % students scoring "Avg," "HiAvg," and "Hi"	Students scoring at "Avg," "HiAvg," and "Hi" were at 42% as administered in the Spring of 2023.  Results from Spring 2023 NWEA Mathematics Assessment: Grade 1 0% Hi 0% HiAvg 0% Avg 0% LoAvg 0% Low  Grade 2 34% Hi 0% HiAvg 0% Avg 33% LoAvg 33% Low  Grade 3 0% Hi 0% HiAvg 50% Avg 0% LoAvg 50% Low  Grade 4	The percentage of students scoring "Avg," "HiAvg," and "Hi" will increase by 5% as measured by the NWEA Mathematics Assessment administered in Spring 2024 to result in 47% at or above.

Metric/Indicator	Baseline	Expected Outcome
	20% Hi 20% HiAvg 20% Avg 20% LoAvg 20% Low  Grade 5 29% Hi 28% HiAvg 14% Avg 0% LoAvg 29% Low  Grade 6 0% Hi 0% HiAvg 11% Avg 33% LoAvg 56% Low  Grade 7 10% Hi 14% HiAvg 19% Avg 24% LoAvg 33% Low  Grade 8 % Hi % HiAvg % Avg % LoAvg % Low	

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Initial Classroom Instruction (Tier 1)

Teachers will implement the district-adopted curriculum in mathematics (Expressions for grades K-5, College Preparatory Mathematics for grades 6-8), and district supplemental curriculum (Zearn, Edmentum). The Teacher on Special Assignment (TOSA) assigned to OSIS will provide initial and follow-up training for OSIS teachers. Emphasis will be given to online components suited for home study and to supplemental materials that are pertinent to English Learners and struggling students.

The TOSA team will provide support for the identification of and training in effective, research-based instruction for at-risk students, especially English learners, foster youth, and low-income students.

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

The principal and TOSA will monitor instruction via classroom walk-throughs during blended instruction, visits to virtual lessons during synchronous instruction, and reviews of student work assigned by teachers. All will work to implement UDL lesson design to develop lesson engagement and relevancy.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development: Cost of workshops, conferences, consultants, substitutes

### Strategy/Activity 2

#### B. Progress Monitoring

Teachers will utilize data (Universal Number Screeners, NWEA, IABs, and SBAC assessment data) and Zearn/Edmentum alerts to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

The TOSA team will provide support for the identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

**Description**

TOSA/District funded/Reported under E/LA Goal

**Strategy/Activity 3**

**C. Academic Intervention (Tier 2)**

The district math consultant and TOSAs will provide support for the identification of and training in effective, research-based interventions for at-risk students. In coordination with TOSA, teachers will identify students in need of targeted academic intervention.

Identified students will receive support through increased education opportunities such as after-school tutoring with one of our certificated teachers throughout the school year, math labs, the Edmentum personalized learning program, and enrichment opportunities like family math nights.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-8) and Edmentum to bolster students' skills in math.

**Students to be Served by this Strategy/Activity**

Students below grade level in mathematics, English Learners, Foster Youth, Low-Income Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal/Tutoring Support
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Math Intervention

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absenteeism reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School attendance (in the independent study format, attendance is determined through student completion of independent study assignments)  Chronic absenteeism (students who are marked absent for 10% or more of the time)	2022-2023 School attendance: 86.70%	Increase school attendance rate in 2023-2024 by 5% to result in an attendance rate of 91.7%

### Planned Strategies/Activities

#### Strategy/Activity 1

A. School Culture and Communication with Students

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



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

Provide digital experiences to enrich the curriculum and engage more fully in the school experience.

Create opportunities for experiential learning in all subject areas. For example: family math nights, use of manipulatives, drop-in math/STEM labs, math talks, art, music, and PE.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance Incentives
<b>Amount</b>	1500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Digital and hands-on experiential activities to enrich the curriculum

### Strategy/Activity 2

#### B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. Implement incentives for increased and/or 100% attendance rates.

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

Utilize office staff, counselor, and community liaison to work with students and families on improved attendance.

Utilize parent letters, district referrals, and the Tiered Reengagement Process.

Establish PBIS expectations and training to all stakeholders, to increase community building with common expectations.

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

**Person(s) Responsible**

Principal, Office Staff, Counselor, Community Liaison, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Based Counselor works with families and students to improve student attendance.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison works with families to improve student attendance.
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Additional training and professional development specific to compliance with Independent study programming, chronic absenteeism, and engagement strategies.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments/Family Engagement

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
October 2023 Student Survey October 2023 Parent Survey	<p>October 2023 Student Survey The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who...</p> <ul style="list-style-type: none"> <li>*really cares about them (93%)</li> <li>*notice when they are not there (79%)</li> <li>*listen to them when they have something to say (79%)</li> <li>*are there for them when they have a problem or concern (100%),</li> <li>*believe they will be a success (100%).</li> </ul> <p>October 2023 Parent Survey: The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that...</p> <ul style="list-style-type: none"> <li>*school staff communicate with parents about what is happening at the school (90%)</li> <li>*teachers communicate with parents about what students are expected to learn (80%)</li> </ul>	<p>Increase by 5% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships:</p> <p>Questions: There are adults at school who</p> <ul style="list-style-type: none"> <li>*really care about them (98%)</li> <li>*notice when they are not there (84%)</li> <li>*listen to them when they have something to say (84%)</li> <li>*are there for them when they have a problem or concern (maintain 100%)</li> <li>*believe they will be a success (maintain 100%)</li> </ul> <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication:</p> <p>Questions: At my child's school...</p>

Metric/Indicator	Baseline	Expected Outcome
	*parents feel welcome to be involved in the school (90%) *there is someone at school to talk to about a problem or concern (100%) *school staff take parent concerns seriously (100%).	*school staff communicate with parents about what is happening at the school (95%) *teachers communicate with parents about what students are expected to learn (85%) *parents feel welcome to be involved in the school (95%) *there is someone at school to talk to about a problem or concern (maintain, 100%) *school staff take parent concerns seriously (maintain, 100%)

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2023-2024 school year.

Translate materials and utilize liaisons to make phone calls and assist at events/meetings when needed and/or requested.

Regular lessons in social/emotional learning will be integrated into weekly instruction via blended or virtual activities; the use of SEE learning and digital citizenship learning curriculum as is used within our district programming.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison provides translation for meetings
<b>Amount</b>	0
<b>Source</b>	District Funded

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social/emotional Curriculum for weekly lessons

## Strategy/Activity 2

### B. Support for Families

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

The district will provide a range of parent education offerings via Zoom and other virtual platforms such as embedded video/document links within Parent Square and/or newsletters that provide tutorials, strategies, or tips.

The school staff will promote and collaborate with families to access resources for support such as mental health resource listings, self-care, coordinated care, and helplines.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department, SPED Department, School Counselor, School Psychologist, Liaison

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Funds for speakers and other expenses associated with the cost of parent education events

## Strategy/Activity 3

Incorporate a wellness room in the school office to provide options for pause breaks, re-centering, mental and physical health support, calming space to support emotional safety and regulation

### Students to be Served by this Strategy/Activity

All students; students with IEPs or 504s with breaks listed in their plans

### Timeline

Ongoing

### Person(s) Responsible

Principal, Office Staff, Counselor, Psychologist, SPED team

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	758
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<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Furnishings (chair/cot, desk), posters with messaging on self-regulation and positive self-talk; storage for first aid medical supplies and ice dispenser to support physical health/injuries; children's books to support social emotional topics, games/puzzles to calm self and reduce anxiety.

# 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 1 (1.15%) students were suspended/expelled	Decrease rate of suspensions and expulsions to 0% in 2023-2024.

### Planned Strategies/Activities

#### Strategy/Activity 1

##### A. School Culture

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

Offer school extracurricular events to students to build community, teamwork, and leadership skills, such as collaborative math/science activities, STEM/Math family nights, field trips, game nights, and student leadership opportunities. Partner with shared campus to provide additional enrichment opportunities for students.

Seek to re-establish and continue OSIS school traditions: game night, bingo night, tie-dye and chalk festival on last day/week of school

#### Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Principal, Teachers, Students

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities

## Strategy/Activity 2

### B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning and digital citizenship lessons.

Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision-making, relationship skills, social awareness, and engagement.

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

Use of digital citizenship lessons to infuse digital choice that limits/eliminates exposure to content that may increase anxiety, promote inaccuracies, or increases opportunities for exclusive/bullying behaviors.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries



**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	11,758.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	\$11,758	758.00

# Expenditures by Funding Source

Funding Source	Amount
District Funded	758.00
LCFF - Supplemental	11,000.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	4,000.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	7,758.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	758.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,000.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Cher Manich	Principal
Carole Nishimori	Classroom Teacher
Deedra Garcia	Other School Staff
Jonathan Patterson	Parent or Community Member
Shawn Swink	Parent or Community Member
Krystal Cervantes	Parent or Community Member
Patricia Jorgensen	Classroom Teacher
Isabella Gonzalez	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**


**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 12/1/2023.

Attested:



Principal, Cher Manich on 12/1/2023

SSC Chairperson, Shawn Swink on 12/1/2023

# Addendum

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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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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



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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **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.

<b>School Name</b>	Patterson Road Elementary School
<b>Address</b>	400 Patterson Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045793
<b>Principal</b>	Nikki Sorensen
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 12, 2023

**Schoolsite Council (SSC) Approval Date**

November 14, 2023

**Local Board Approval Date**

December 13, 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:

Our mission is to meet the diverse academic, physical, social, and emotional needs of our students, striving to provide an outstanding education that sparks a love for learning and cultivates enduring connections. We are committed to nurturing a lifelong passion for learning and fostering meaningful relationships that empower children to become lifelong learners.

## Vision:

At Patterson Road School, we envision a limitless academic journey for our students, fueled by unwavering belief in their potential and a commitment to their individual success. We reject all excuses that may hinder the maximization of this potential. As members of the Patterson Road community, our dedicated staff stand united in structured collaboration, pooling our expertise to meet the diverse needs of every student. We hold a firm belief that every student possesses the capacity for academic proficiency across all subjects.

We see collaboration as the cornerstone to heightening student success and achievement. Our collective efforts are geared towards overcoming the unique challenges students face, employing targeted instruction to elevate their intellectual capabilities for rigorous academic pursuits. With open communication and a team approach, we address these challenges head-on, fostering a positive, safe environment within our school community. Here, students are encouraged, recognized, and celebrated for their character, academic achievements, and consistent attendance.

We firmly believe that the driving force behind our school's success lies in the seamless collaboration of our administration, teachers, staff, students, parents, and the broader community.

To bring this vision to fruition during the 2023-24 school year, Patterson Road School remains steadfast in its focus on delivering High-Quality First Instruction to all students, including various sub-groups. This approach encompasses the following Instructional Focus Areas:

### \*\*1. Common Core English Language Arts Curriculum:\*\*

- Emphasizing writing mechanics, structure, genre, and cross-disciplinary writing through the Wonders Curriculum and District Writing Binders.
- Utilizing Tier 1 PLC to standardize ELA curriculum and pacing across grade levels.

### \*\*2. Common Core Math Curriculum:\*\*

- Prioritizing the development of number sense, employing manipulatives, enhancing problem-solving skills, and building academic vocabulary.
- Leveraging Tier 1 PLC to standardize Math curriculum and pacing across grade levels.

### \*\*3. Multi-Tiered System of Supports (MTSS):\*\*

- Sustaining and broadening the implementation of MTSS through universal screening for ELA and Math, targeted intervention, and bi-weekly Progress Monitoring with flexible intervention groupings.

With a steadfast commitment to these focal areas, Patterson Road School is poised to empower every student, ensuring they thrive academically and beyond, embracing a future without limits.

# School Profile

The Orcutt Union School District's Mission is as follows: Our mission is to meet the diverse academic, physical, social, and emotional needs of our students, striving to provide an outstanding education that sparks a love for learning and cultivates enduring connections. We are committed to nurturing a lifelong passion for learning and fostering meaningful relationships that empower children to become lifelong learners.

Patterson Road Elementary School is located in the northern region of Santa Barbara County and serves students in grades transitional kindergarten through six following a traditional calendar.

For the 2023-2024 school year, 641 students are enrolled, including 13.42% in special education, 12.48% classified as English Language Learners, and 37.7% socioeconomically disadvantaged. The ethnic composition of the student body is 52.7% Hispanic, 1.1% American Indian/Alaskan Native, 0.5% Asian, 0.5% Filipino, 0.5% Black/African American, 0.6% Hawaiian/Pacific Islander, 29.4% White, 8.6% Two or More Races, and 6.9% declined to state.

English Language Learners: English Learners represent 12.48% of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation, and scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

Students with Disabilities: Students with Disabilities represent 13.42% of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare on-line program. Opportunities to serve on committees include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates:  
10/11/23  
11/8/23

The meeting encompassed a comprehensive examination of school data utilizing the California Dashboard, focusing on academic performance, academic engagement, conditions, and climate. Additionally, an in-depth analysis of current school goals, the formulation of future school objectives, and a discussion on past and anticipated revenues and expenditures were thoroughly explored.

Further input was solicited from teachers, school staff, parents, students, and the community during subsequent meetings held on the following dates:

10/10/23 & 11/14/23 - PTA Executive board meetings  
10/25/2023 - Staff Meeting - Convened with school staff during a routine staff meeting to discuss the SPSA plan, pertinent data, and school objectives.  
10/12/2023 & 11/7/2023 - Conducted a meeting with the School Site Council (SSC) to review the final draft of the Single Plan for Student Achievement (SPSA) and granted approval for the completed plan to be submitted for School Board approval.  
11/17/2022 - Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.84%	1.14%	5	5	7
African American	0.9%	1.51%	0.98%	5	9	6
Asian	0.9%	1.17%	0.82%	5	7	5
Filipino	0.5%	0.67%	0.82%	3	4	5
Hispanic/Latino	45.5%	49.50%	51.47%	257	296	315
Pacific Islander	%	%	0%		0	0
White	38.4%	34.62%	31.86%	217	207	195
Multiple Races	8.1%	7.69%	7.35%	46	46	45
<b>Total Enrollment</b>				565	598	612

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	53	80	81
Grade 1	92	64	88
Grade 2	68	96	69
Grade3	81	77	113
Grade 4	91	86	76
Grade 5	95	97	85
Grade 6	85	98	100
<b>Total Enrollment</b>	565	598	612

### Conclusions based on this data:

- "The overall enrollment at Patterson Road Elementary School has exhibited stability, with some fluctuations observed across different grade levels."
- The predominant demographic group at Patterson Road Elementary School is the Hispanic/Latino student population, demonstrating a consistent and notable growth trend over the past three years.
- "The White student subgroup at Patterson Road Elementary School, while still significant, has shown a gradual and consistent decline over the past three years, making it the second largest demographic group."

# 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	43	58	69	7.6%	9.7%	11.3%
Fluent English Proficient (FEP)	18	15	22	3.2%	3.3%	3.6%
Reclassified Fluent English Proficient (RFEP)	4	3	3	9.3%		

### Conclusions based on this data:

1. The data indicates a consistent upward trend in the number of English Learners at Patterson Road Elementary over the past three school years. Starting at 43 in the 2020-2021 academic year, the figure increased to 58 in 2021-2022 and further rose to 69 in the 2022-2023 school year. This progression underscores the ongoing need for targeted support and resources to address the evolving educational requirements of our English Learner student population.
2. The data reveals a gradual increase in the number of Fluent English Proficient (FEP) students at Patterson Road Elementary over the past three school years. Starting at 18 in the 2020-2021 academic year, the count rose to 20 in 2021-2022 and further advanced to 22 in the 2022-2023 school year. This positive trend may reflect successful language acquisition and academic progression among this student subgroup. Continued monitoring and support for FEP students are essential to sustain and enhance their educational outcomes.
3. The percentage of Reclassified Fluent English Proficient (RFEP) students has increased over three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	83	79	113	0	77	111	0	77	111	0.0	97.5	98.2
Grade 4	92	91	73	0	91	73	0	91	73	0.0	100.0	100.0
Grade 5	96	98	90	0	95	88	0	95	88	0.0	96.9	97.8
Grade 6	93	97	100	0	95	95	0	95	95	0.0	97.9	95.0
All Grades	364	365	376	0	358	367	0	358	367	0.0	98.1	97.6

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 3		2427.	2413.		22.08	20.72		23.38	21.62		27.27	27.03		27.27	30.63
Grade 4		2478.	2482.		35.16	26.03		23.08	35.62		19.78	13.70		21.98	24.66
Grade 5		2483.	2490.		15.79	23.86		30.53	22.73		23.16	18.18		30.53	35.23
Grade 6		2523.	2500.		15.79	17.89		30.53	18.95		29.47	29.47		24.21	33.68
All Grades	N/A	N/A	N/A		22.07	21.80		27.09	23.98		24.86	22.89		25.98	31.34

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		16.88	15.32		64.94	61.26		18.18	23.42
Grade 4		18.68	20.55		60.44	64.38		20.88	15.07
Grade 5		12.63	20.45		67.37	51.14		20.00	28.41
Grade 6		15.96	18.95		56.38	43.16		27.66	37.89
All Grades		15.97	18.53		62.18	54.77		21.85	26.70

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		18.18	10.81		57.14	63.96		24.68	25.23
Grade 4		24.18	27.40		53.85	56.16		21.98	16.44
Grade 5		18.95	17.05		54.74	55.68		26.32	27.27
Grade 6		18.95	11.58		56.84	56.84		24.21	31.58
All Grades		20.11	15.80		55.59	58.58		24.30	25.61

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		6.49	7.21		79.22	76.58		14.29	16.22
Grade 4		13.19	12.33		67.03	78.08		19.78	9.59
Grade 5		10.53	18.18		67.37	71.59		22.11	10.23
Grade 6		20.21	7.37		58.51	73.68		21.28	18.95
All Grades		12.89	10.90		67.51	74.93		19.61	14.17

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		19.48	13.51		63.64	66.67		16.88	19.82
Grade 4		18.68	15.07		70.33	69.86		10.99	15.07
Grade 5		12.63	18.18		66.32	57.95		21.05	23.86
Grade 6		13.68	13.68		68.42	61.05		17.89	25.26
All Grades		15.92	14.99		67.32	63.76		16.76	21.25

**Conclusions based on this data:**

- Analysis of CAASPP ELA results from 2020-2023 shows a decrease in percentage of students who scored Met Standard or Exceeded Standard over the two year period (2022 to 2023). The CAASPP assessment was not administered in Spring 2020 or 2021 due to school closure (COVID-19 pandemic). The CAASPP assessment data collected from the Spring 2023 administration of the SBAC ELA indicates a concerning decline in the percentage of students performing at or above standards levels across all grade levels. The overall performance dropped from 49.16% in 2022 to 45.78% in Spring 2023. This decline underscores the need for targeted interventions, curriculum adjustments, and instructional strategies to address the identified challenges and support student achievement. A comprehensive review of teaching methodologies and the implementation of targeted interventions may be crucial to reversing this trend and ensuring improved academic outcomes for our students.
- An examination of the CAASPP ELA Claim data results spanning from 2020 to 2023 reveals a concerning increase in the percentage of students performing at the Below Standard level, particularly in the domains of Research/Inquiry and Reading. This upward trend signals a critical need for focused attention on these specific areas of the curriculum.

3. The analysis of CAASPP assessment results reveals a positive trend in Overall Achievement for students in 4th and 5th grades, demonstrating an increase from the Spring 2022 to the Spring 2023 test administration. This improvement suggests a commendable effort and progress among students in these grade levels. Acknowledging and building upon these gains will be crucial in sustaining and further enhancing academic performance. Continued attention to the factors contributing to this positive shift, coupled with ongoing support and strategic interventions, will contribute to the overall success and advancement of students in 4th and 5th grades.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	83	79	113	0	77	112	0	77	112	0.0	97.5	99.1
Grade 4	92	91	73	0	91	73	0	91	73	0.0	100.0	100.0
Grade 5	96	98	90	0	95	88	0	95	88	0.0	96.9	97.8
Grade 6	93	97	100	0	95	95	0	95	95	0.0	97.9	95.0
All Grades	364	365	376	0	358	368	0	358	368	0.0	98.1	97.9

\* 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		2423.	2413.		15.58	11.61		31.17	25.00		23.38	31.25		29.87	32.14
Grade 4		2463.	2481.		18.68	20.55		28.57	30.14		26.37	31.51		26.37	17.81
Grade 5		2472.	2485.		13.68	22.73		20.00	14.77		27.37	25.00		38.95	37.50
Grade 6		2523.	2502.		24.21	26.32		21.05	12.63		23.16	22.11		31.58	38.95
All Grades	N/A	N/A	N/A		18.16	19.84		24.86	20.38		25.14	27.45		31.84	32.34

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		20.78	15.18		49.35	51.79		29.87	33.04
Grade 4		28.57	28.77		40.66	52.05		30.77	19.18
Grade 5		12.63	22.73		49.47	40.91		37.89	36.36
Grade 6		22.11	18.95		45.26	43.16		32.63	37.89
All Grades		20.95	20.65		46.09	47.01		32.96	32.34

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		16.88	13.39		61.04	53.57		22.08	33.04
Grade 4		14.29	16.44		61.54	54.79		24.18	28.77
Grade 5		8.42	18.18		58.95	43.18		32.63	38.64
Grade 6		18.95	10.53		50.53	50.53		30.53	38.95
All Grades		14.53	14.40		57.82	50.54		27.65	35.05

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 3		20.78	16.96		55.84	60.71		23.38	22.32
Grade 4		18.68	19.18		53.85	65.75		27.47	15.07
Grade 5		10.53	13.64		52.63	63.64		36.84	22.73
Grade 6		17.89	18.95		57.89	51.58		24.21	29.47
All Grades		16.76	17.12		55.03	60.05		28.21	22.83

**Conclusions based on this data:**

1. The CAASPP assessment was not administered in Spring 2020 or 2021 due to school closure (COVID-19 pandemic)  
The CAASPP assessment data collected from the Spring 2023 administration of the SBAC Math reveals a concerning decline in the percentage of students performing at or above standards levels across all grade levels. The overall performance dropped from 43.02% in 2022 to 40.22% in Spring 2023. This decline underscores the need for targeted interventions, curriculum adjustments, and instructional strategies to address the identified challenges and support student achievement in mathematics. A comprehensive review of teaching methodologies and the implementation of focused interventions may be crucial to reversing this trend and ensuring improved mathematical outcomes for our students.
2. The analysis of CAASPP assessment results reveals a positive trend in Overall Achievement for students in 4th and 5th grades, demonstrating an increase from the Spring 2022 to the Spring 2023 test administration. This improvement suggests a commendable effort and progress among students in these grade levels. Acknowledging and building upon these gains will be crucial in sustaining and further enhancing academic performance. Continued attention to the factors contributing to this positive shift, coupled with ongoing support and strategic interventions, will contribute to the overall success and advancement of students in 4th and 5th grades.
3. The analysis of the CAASPP assessment Claim data reveals a generally stable performance across all areas, with limited changes noted. Specifically, there was a slight decrease in the number of students performing below standards in Communicated Reasoning, while an increase was observed in Problem Solving and Modeling. While overall stability is positive, the observed changes in these specific domains warrant attention. Strategic measures may be considered to reinforce strengths in Problem Solving and Modeling, and to address any potential challenges in Communicated 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
<b>K</b>	*	*	*	*	*	*	*	*	*	4	6	8
<b>1</b>	1430.6	*	1431.5	1445.4	*	1436.5	1415.3	*	1425.9	12	6	11
<b>2</b>	*	1462.3	*	*	1472.6	*	*	1451.9	*	*	12	8
<b>3</b>	*	*	1477.0	*	*	1474.2	*	*	1479.4	*	5	17
<b>4</b>	*	*	*	*	*	*	*	*	*	9	10	7
<b>5</b>	*	*	*	*	*	*	*	*	*	10	10	7
<b>6</b>	*	*	*	*	*	*	*	*	*	*	6	7
<b>All Grades</b>										44	55	65

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	8.33	*	18.18	8.33	*	9.09	41.67	*	45.45	41.67	*	27.27	12	*	11
<b>2</b>	*	8.33	*	*	33.33	*	*	33.33	*	*	25.00	*	*	12	*
<b>3</b>	*	*	5.88	*	*	17.65	*	*	64.71	*	*	11.76	*	*	17
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.55	16.36	15.38	31.82	38.18	23.08	43.18	30.91	36.92	20.45	14.55	24.62	44	55	65

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	8.33	*	18.18	25.00	*	36.36	50.00	*	27.27	16.67	*	18.18	12	*	11
2	*	16.67	*	*	33.33	*	*	25.00	*	*	25.00	*	*	12	*
3	*	*	5.88	*	*	41.18	*	*	35.29	*	*	17.65	*	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	38.18	18.46	43.18	32.73	36.92	29.55	16.36	24.62	9.09	12.73	20.00	44	55	65

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	8.33	*	9.09	0.00	*	9.09	41.67	*	45.45	50.00	*	36.36	12	*	11
2	*	0.00	*	*	16.67	*	*	50.00	*	*	33.33	*	*	12	*
3	*	*	0.00	*	*	11.76	*	*	70.59	*	*	17.65	*	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.82	1.82	4.62	9.09	21.82	15.38	43.18	45.45	50.77	40.91	30.91	29.23	44	55	65

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	8.33	*	36.36	66.67	*	45.45	25.00	*	18.18	12	*	11
2	*	8.33	*	*	75.00	*	*	16.67	*	*	12	*
3	*	*	11.76	*	*	52.94	*	*	35.29	*	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.36	29.09	16.92	70.45	54.55	60.00	18.18	16.36	23.08	44	55	65

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	16.67	*	27.27	66.67	*	45.45	16.67	*	27.27	12	*	11
2	*	33.33	*	*	41.67	*	*	25.00	*	*	12	*
3	*	*	23.53	*	*	58.82	*	*	17.65	*	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	58.18	33.85	40.91	27.27	44.62	9.09	14.55	21.54	44	55	65

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	8.33	*	9.09	25.00	*	54.55	66.67	*	36.36	12	*	11
2	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
3	*	*	0.00	*	*	47.06	*	*	52.94	*	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	7.27	3.08	45.45	52.73	56.92	50.00	40.00	40.00	44	55	65

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	8.33	*	18.18	33.33	*	45.45	58.33	*	36.36	12	*	11
2	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
3	*	*	0.00	*	*	94.12	*	*	5.88	*	*	17
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	5.45	13.85	56.82	70.91	66.15	38.64	23.64	20.00	44	55	65

**Conclusions based on this data:**

1. The analysis of ELPAC assessment data underscores a notable strength among English Learner students in the domain of Oral Language—Listening and Speaking. This positive performance indicates a proficiency in these crucial language skills.
2. The analysis of ELPAC assessment data highlights a specific area of needed growth among English Learner students, particularly in the domain of Written Language—Writing and Reading. The identified challenge in these skills underscores the importance of targeted interventions and instructional strategies to support English Learners in developing proficiency in written language.
3. The ELPAC assessment data highlights a discernible pattern in the distribution of level 4 scores among English Learner students. The Reading Domain exhibits the lowest percentage of level 4 scores, indicating a specific area where students may benefit from targeted support and interventions to enhance reading proficiency. Conversely, the Speaking Domain stands out with the highest percentage of level 4 scores, showcasing a relative strength.

# 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
<b>598</b>	<b>35.3</b>	<b>9.7</b>	<b>1.0</b>
Total Number of Students enrolled in Patterson Road 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	58	9.7
Foster Youth	6	1.0
Homeless	12	2.0
Socioeconomically Disadvantaged	211	35.3
Students with Disabilities	81	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.5
American Indian	5	0.8
Asian	7	1.2
Filipino	4	0.7
Hispanic	296	49.5
Two or More Races	46	7.7
Pacific Islander		
White	207	34.6

### Conclusions based on this data:

1. The examination of elementary school demographic data reveals a noteworthy increase in the Students with Disabilities population. Understanding and responding to the needs of this growing student group is integral to the development of the Single Plan for Student Achievement. Strategic interventions, specialized support, and inclusive instructional approaches will be essential components of the plan to ensure that the academic experience is responsive and tailored to the unique requirements of students with disabilities. By addressing the evolving demographics, the plan aims to create an inclusive and supportive educational environment that fosters success for all students, regardless of their abilities or challenges.
2. "The analysis of elementary school demographic data reveals that the largest student group is the Socioeconomically Disadvantaged population. However, there has been a small decrease in the representation of this group. Understanding the dynamics of this demographic shift is essential for shaping the Single Plan for Student Achievement. Strategies and interventions within the plan should consider the unique needs and challenges associated with the Socioeconomically Disadvantaged population, ensuring that efforts are responsive to the evolving composition of the student body. By addressing the socio-economic factors affecting student learning, the plan aims to promote equitable academic outcomes for all students within the changing demographic landscape."
3. The demographic data analysis for the elementary school reveals that the largest student group by race/ethnicity is the Hispanic student group. This information is crucial for informing the development of the Single Plan for Student Achievement. Recognizing the diverse cultural and linguistic needs within the Hispanic student population is essential for designing targeted interventions and educational strategies that promote equitable learning outcomes. The Single Plan will address these specific considerations to foster a supportive and inclusive educational environment for all students, ensuring that academic programs are responsive to the unique strengths and challenges of the Hispanic student group.

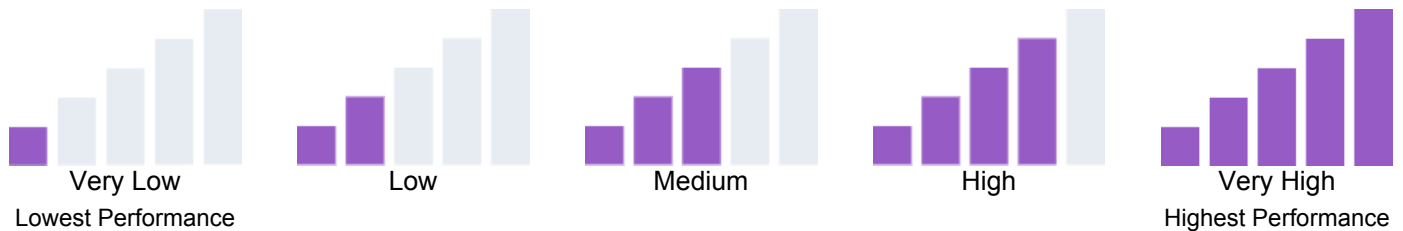


# School and Student Performance Data

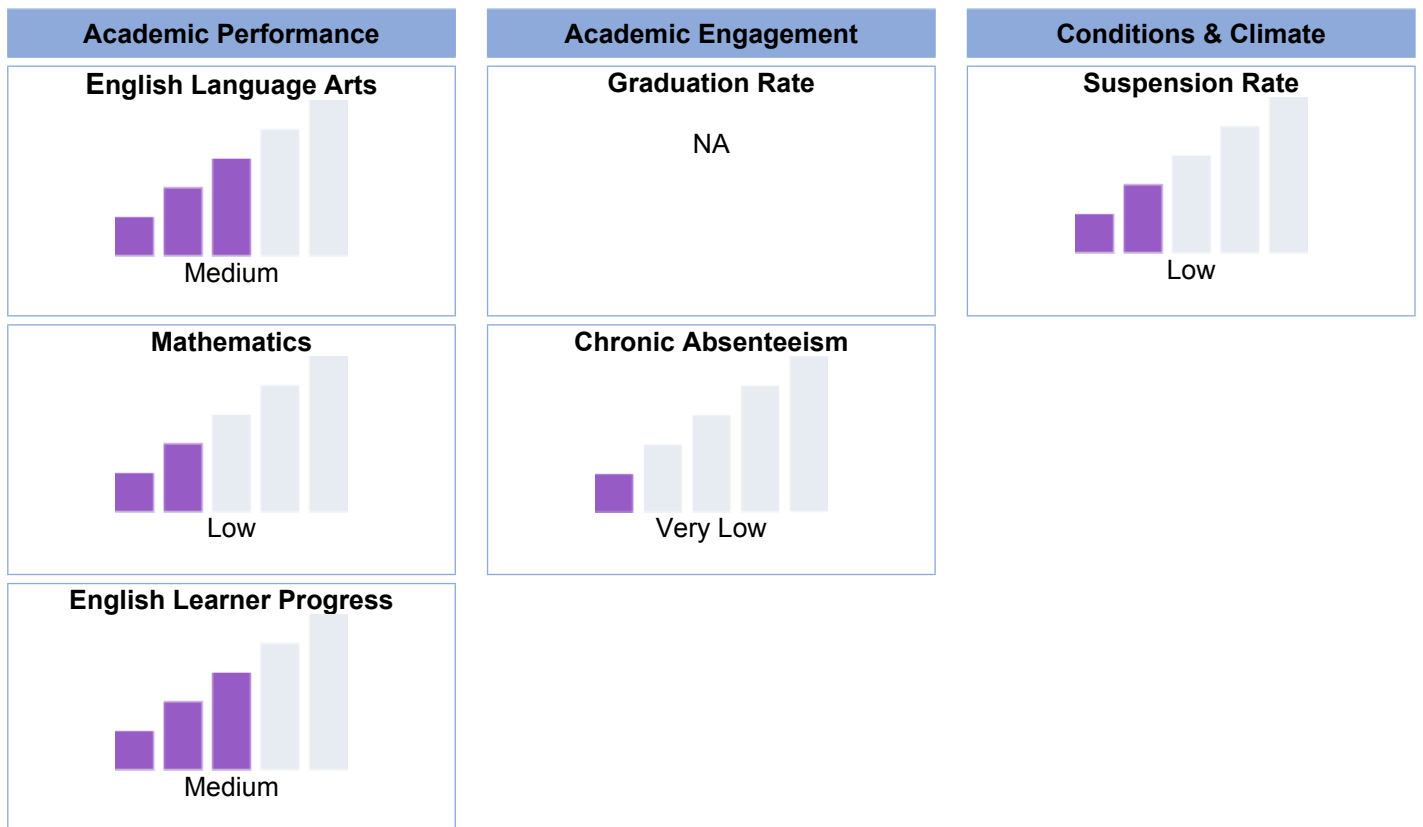
## Overall Performance

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



#### Conclusions based on this data:

1. English Language Arts and Chronic Absenteeism are in the green range on the dashboard.
2. Math performance is in the yellow range on the dashboard.
3. Suspension is rated lowest on the dashboard showing an area of need (orange).

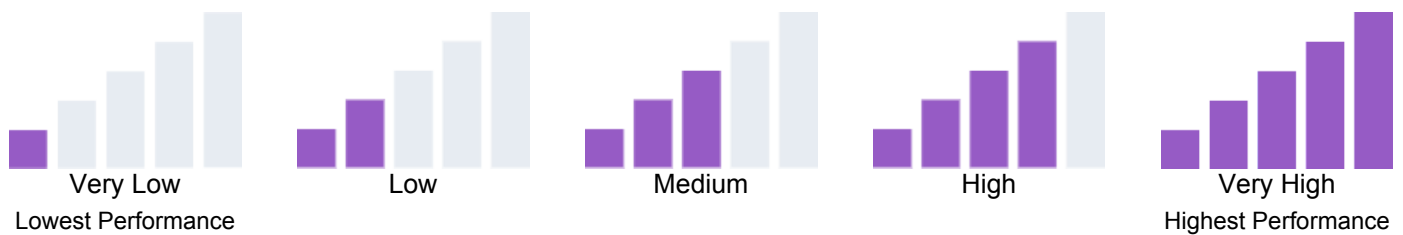


# School and Student Performance Data

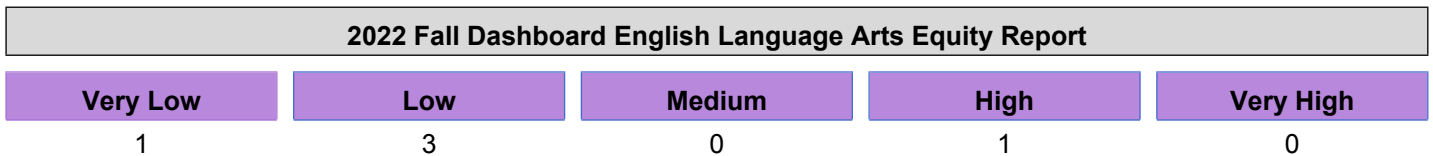
## Academic Performance English Language Arts

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](#).

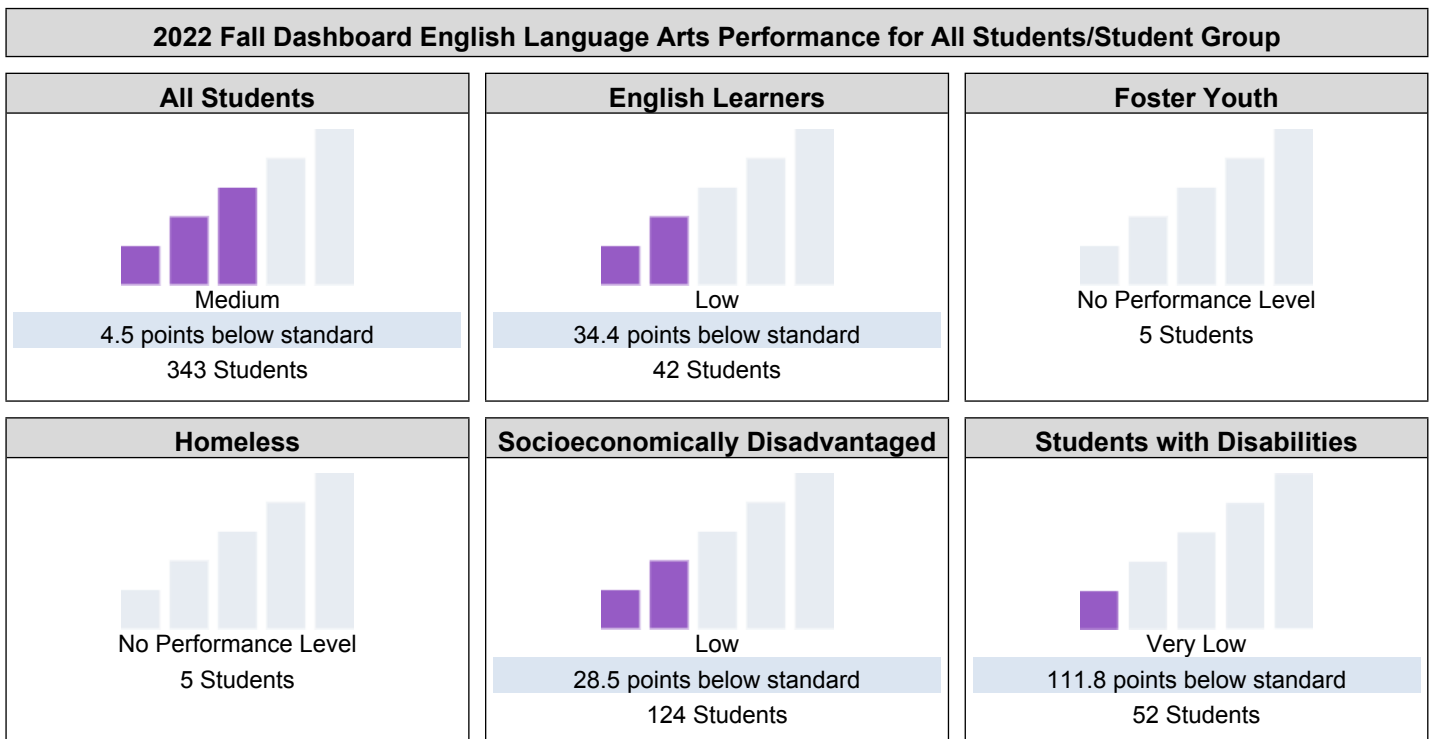
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



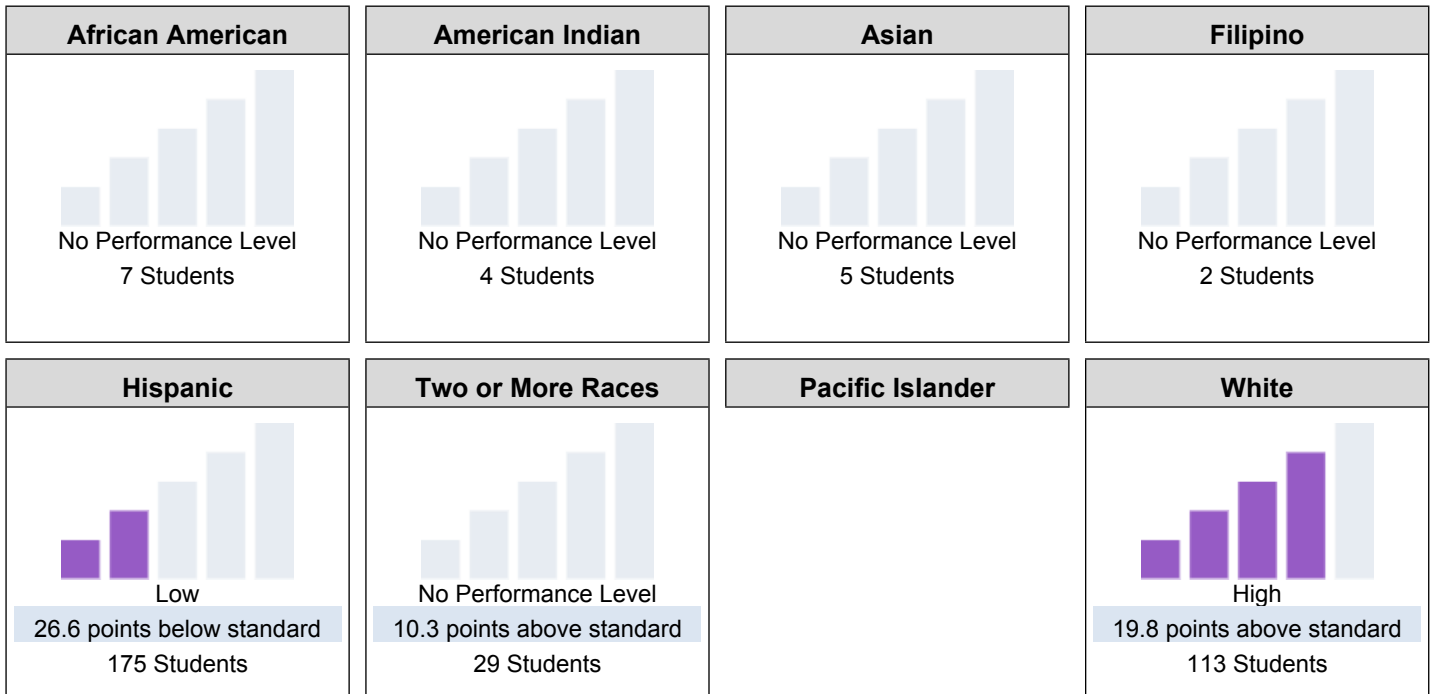
This section provides number of student groups in each level.



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 by Race/Ethnicity**



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
83.2 points below standard	37.3 points above standard	2.1 points below standard
25 Students	17 Students	295 Students

**Conclusions based on this data:**

- Analysis of CAASPP ELA results from 2020-2023 shows a decrease in percentage of students who scored Met Standard or Exceeded Standard over the two year period (2022 to 2023). The CAASPP assessment was not administered in Spring 2020 or 2021 due to school closure (COVID-19 pandemic). The CAASPP assessment data collected from the Spring 2023 administration of the SBAC ELA indicates a concerning decline in the percentage of students performing at or above standards levels across all grade levels. The overall performance dropped from 49.16% in 2022 to 45.78% in Spring 2023. This decline underscores the need for targeted interventions, curriculum adjustments, and instructional strategies to address the identified challenges and support student achievement. A comprehensive review of teaching methodologies and the implementation of targeted interventions may be crucial to reversing this trend and ensuring improved academic outcomes for our students.
- An examination of the CAASPP ELA Claim data results spanning from 2020 to 2023 reveals a concerning increase in the percentage of students performing at the Below Standard level, particularly in the domains of Research/Inquiry and Reading. This upward trend signals a critical need for focused attention on these specific areas of the curriculum.
- The analysis of CAASPP assessment results reveals a positive trend in Overall Achievement for students in 4th and 5th grades, demonstrating an increase from the Spring 2022 to the Spring 2023 test administration. This improvement suggests a commendable effort and progress among students in these grade levels. Acknowledging and building upon these gains will be crucial in sustaining and further enhancing academic performance. Continued attention to

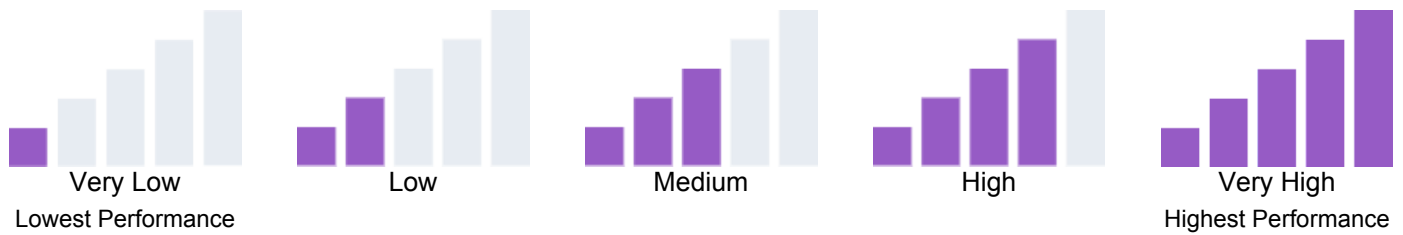
the factors contributing to this positive shift, coupled with ongoing support and strategic interventions, will contribute to the overall success and advancement of students in 4th and 5th grades.

# School and Student Performance Data

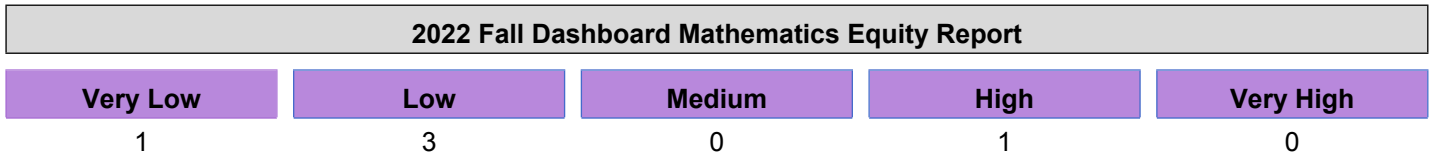
## Academic Performance Mathematics

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](#).

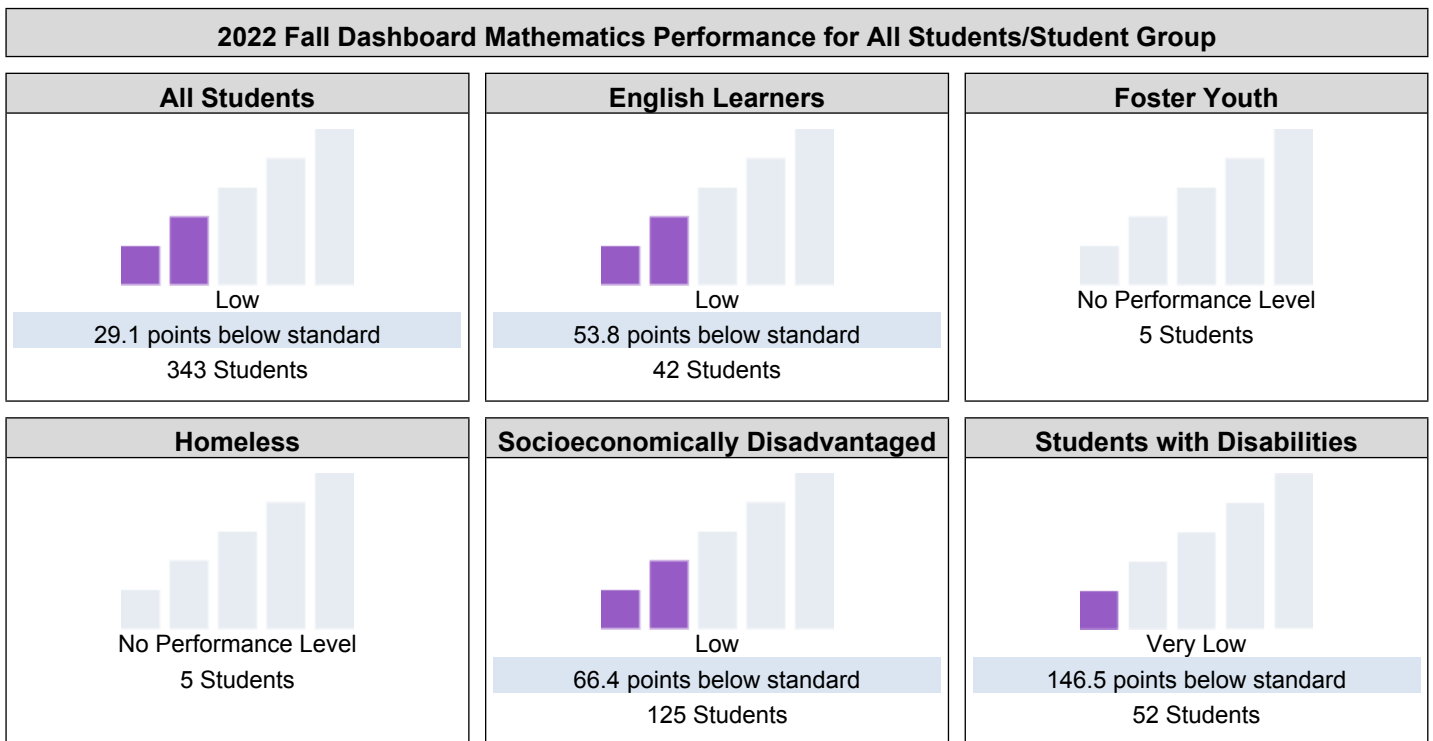
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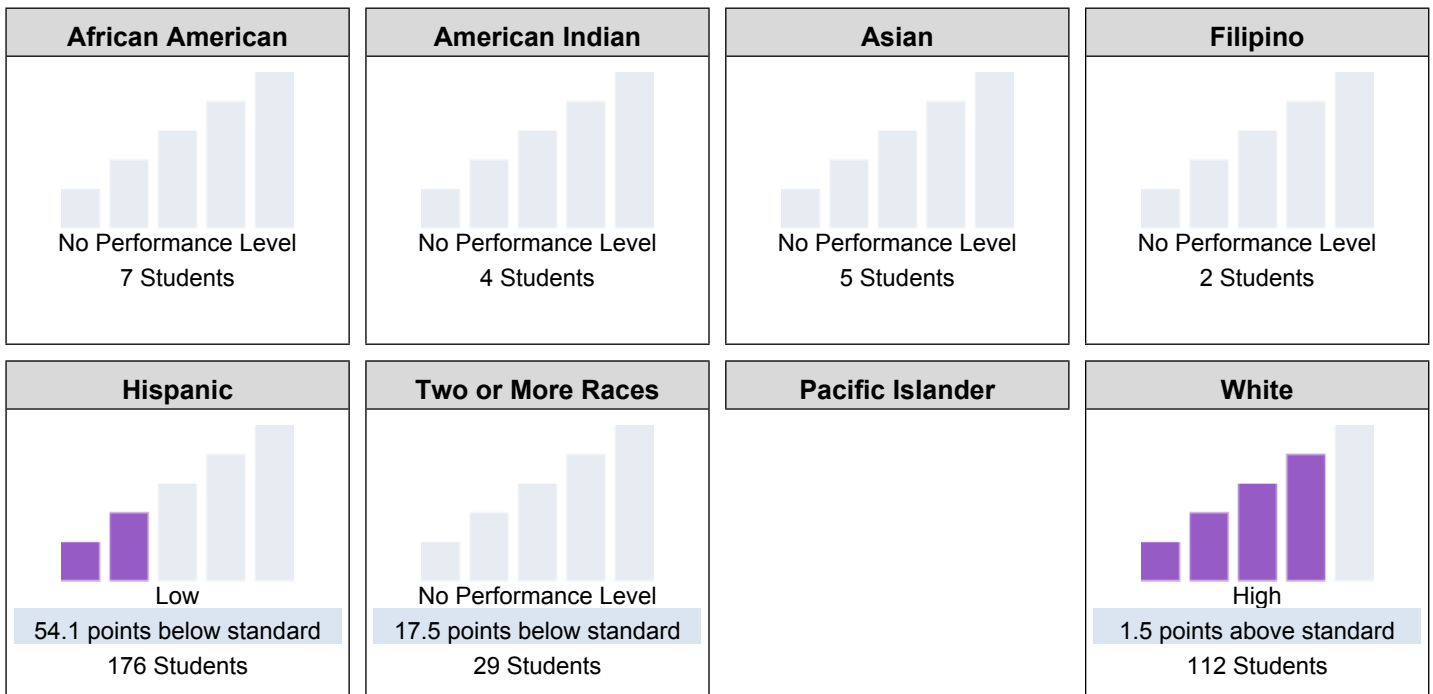
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
94.2 points below standard 25 Students	5.7 points above standard 17 Students	27.1 points below standard 295 Students

#### Conclusions based on this data:

1. The CAASPP assessment was not administered in Spring 2020 or 2021 due to school closure (COVID-19 pandemic). The CAASPP assessment data collected from the Spring 2023 administration of the SBAC Math reveals a concerning decline in the percentage of students performing at or above standards levels across all grade levels. The overall performance dropped from 43.02% in 2022 to 40.22% in Spring 2023. This decline underscores the need for targeted interventions, curriculum adjustments, and instructional strategies to address the identified challenges and support student achievement in mathematics. A comprehensive review of teaching methodologies and the implementation of focused interventions may be crucial to reversing this trend and ensuring improved mathematical outcomes for our students.
2. The analysis of CAASPP assessment results reveals a positive trend in Overall Achievement for students in 4th and 5th grades, demonstrating an increase from the Spring 2022 to the Spring 2023 test administration. This improvement suggests a commendable effort and progress among students in these grade levels. Acknowledging and building upon these gains will be crucial in sustaining and further enhancing academic performance. Continued attention to the factors contributing to this positive shift, coupled with ongoing support and strategic interventions, will contribute to the overall success and advancement of students in 4th and 5th grades.
3. The analysis of the CAASPP assessment Claim data reveals a generally stable performance across all areas, with limited changes noted. Specifically, there was a slight decrease in the number of students performing below standards in Communicated Reasoning, while an increase was observed in Problem Solving and Modeling. While overall

stability is positive, the observed changes in these specific domains warrant attention. Strategic measures may be considered to reinforce strengths in Problem Solving and Modeling, and to address any potential challenges in Communicated Reasoning.



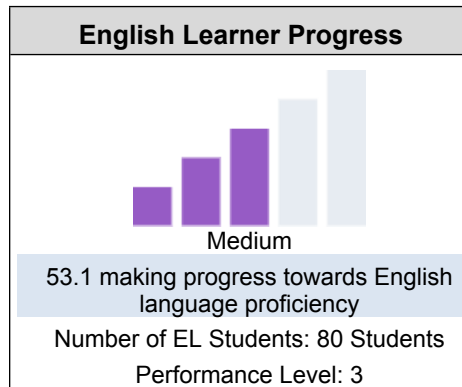
# School and Student Performance Data

## 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



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
18.4%	28.6%	2.0%	51.0%

#### Conclusions based on this data:

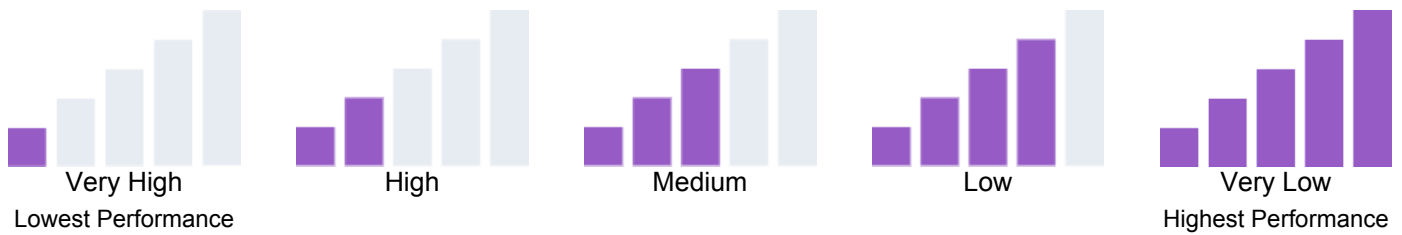
1. 81% of English Learners maintained level or progressed one level.
2. 18.4 of English Learners decreased a level.
3. 53% of English Learners are Level 4 or progressing at least one level.

# School and Student Performance Data

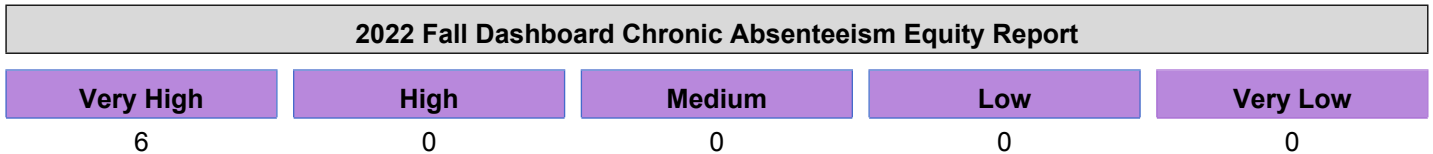
## Academic Engagement Chronic Absenteeism

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](#).

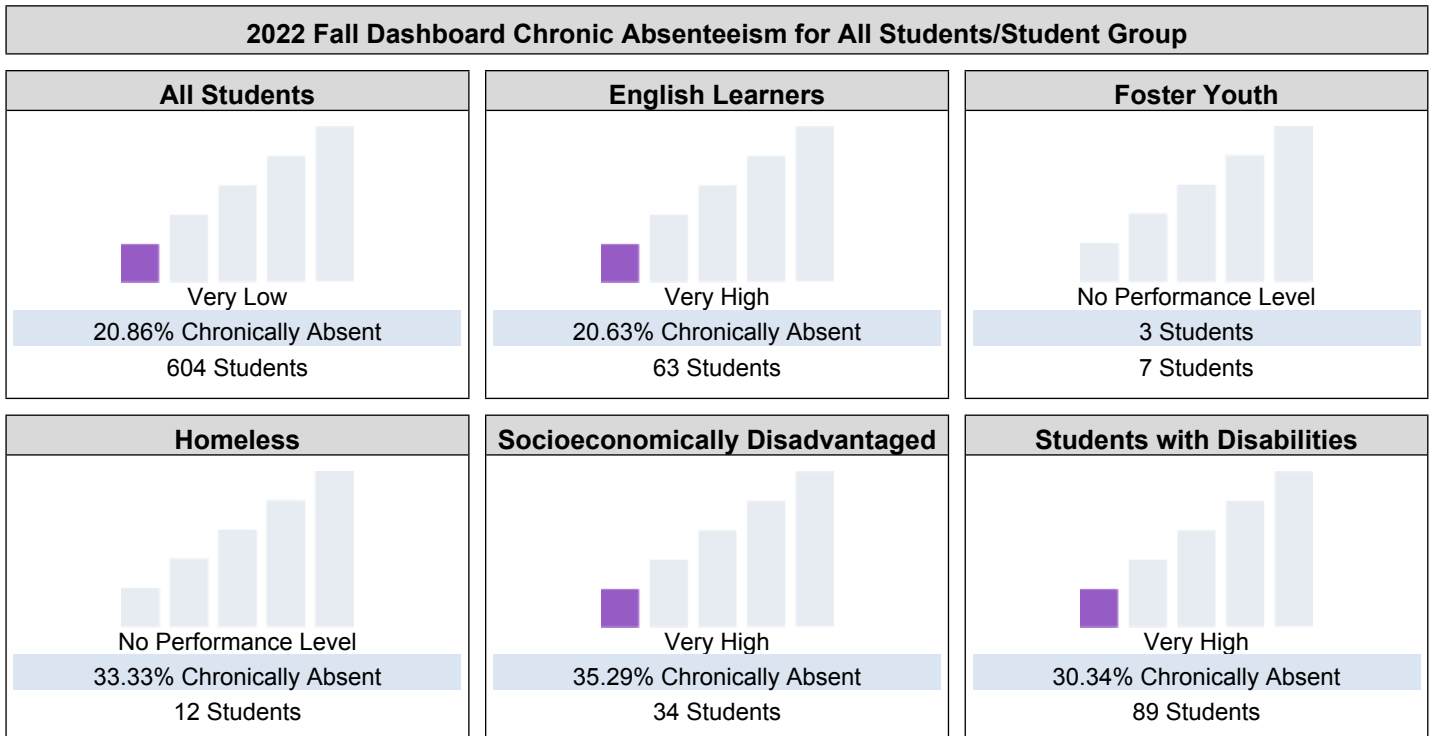
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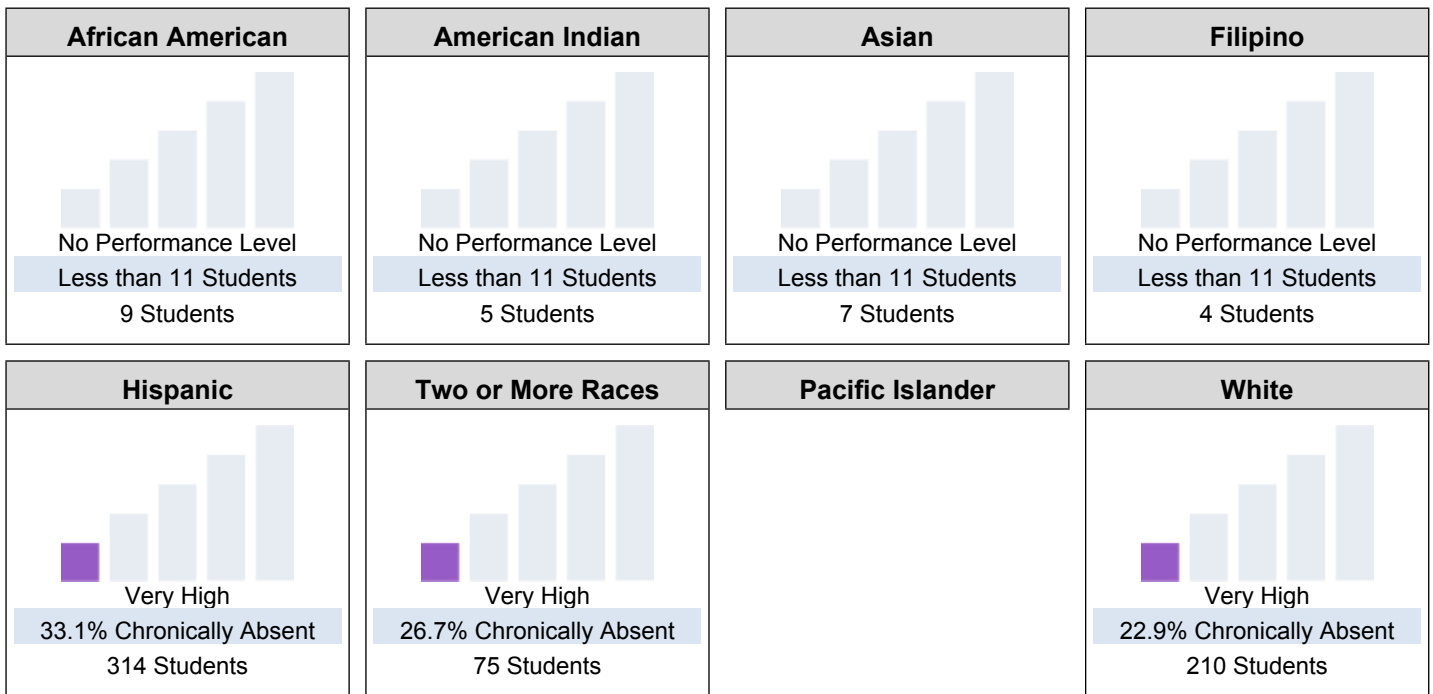
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

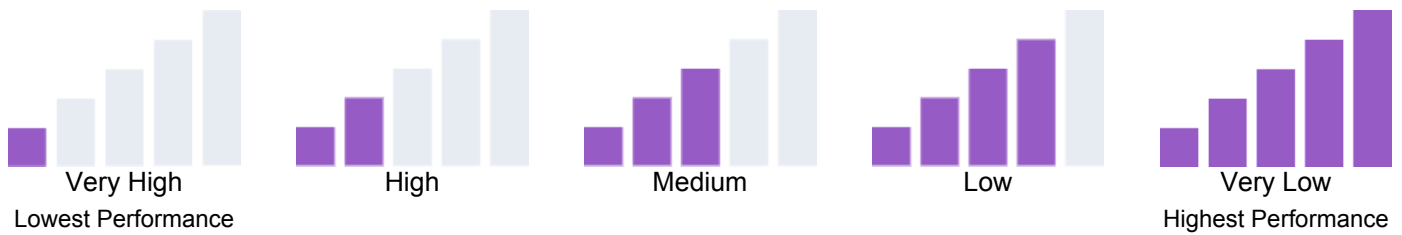
1. Of the student groups, students with disabilities (89 students) have the highest number of chronic absentee students (30.34%).
2. Four groups improved (declined) in chronic absenteeism--All Students (0.7 decline), English Learners (3.3 decline), Socioeconomically disadvantaged (0.8 decline), and two or more races (4.2 decline).
3. One group increased in chronic absenteeism-- Students with disabilities (2.2 increase)

# School and Student Performance Data

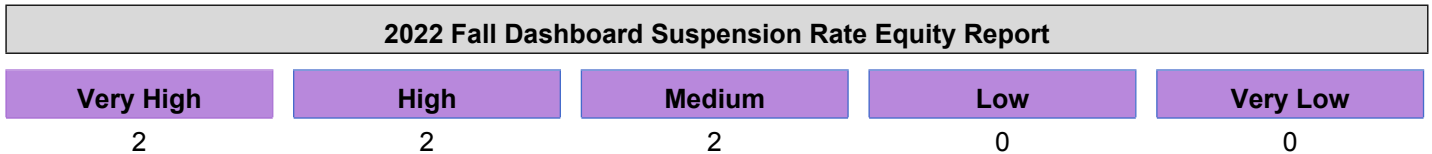
## Conditions & Climate Suspension Rate

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](#).

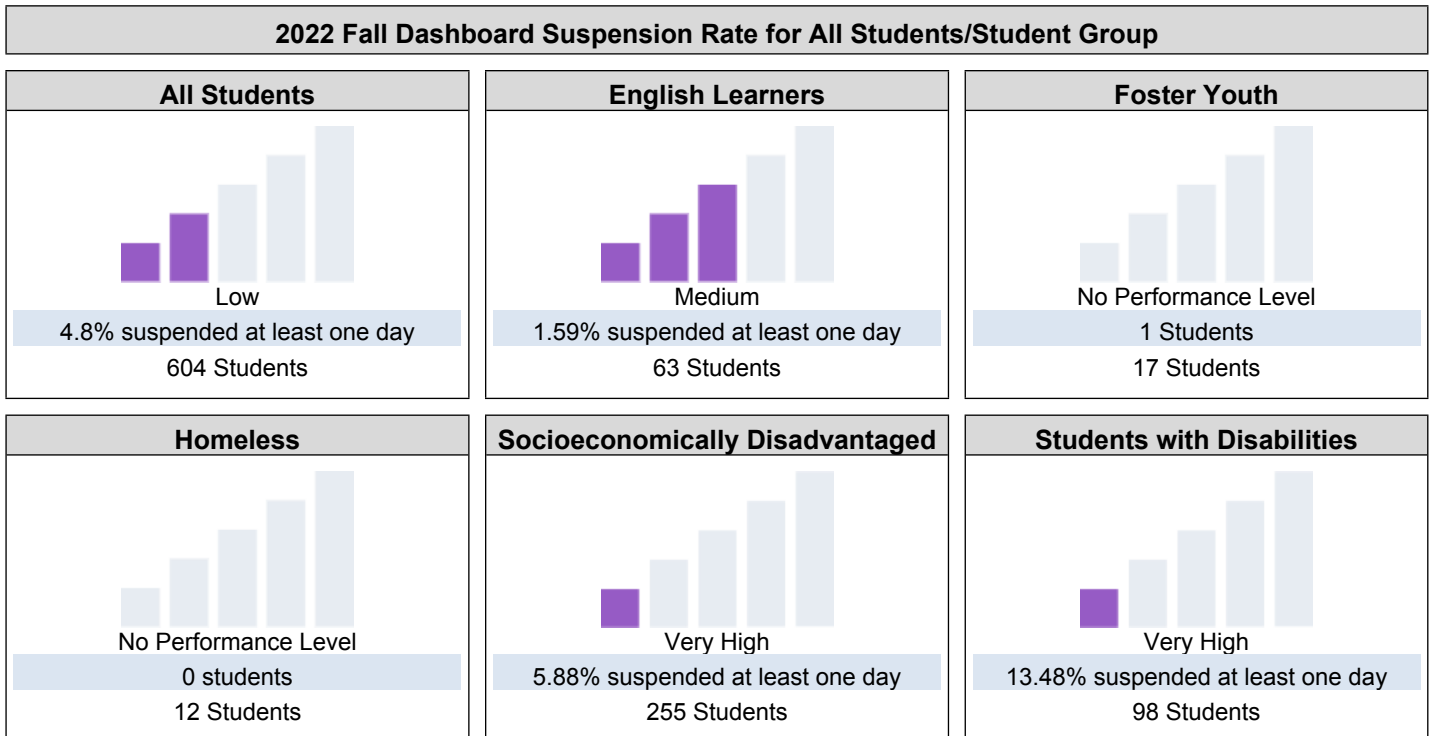
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



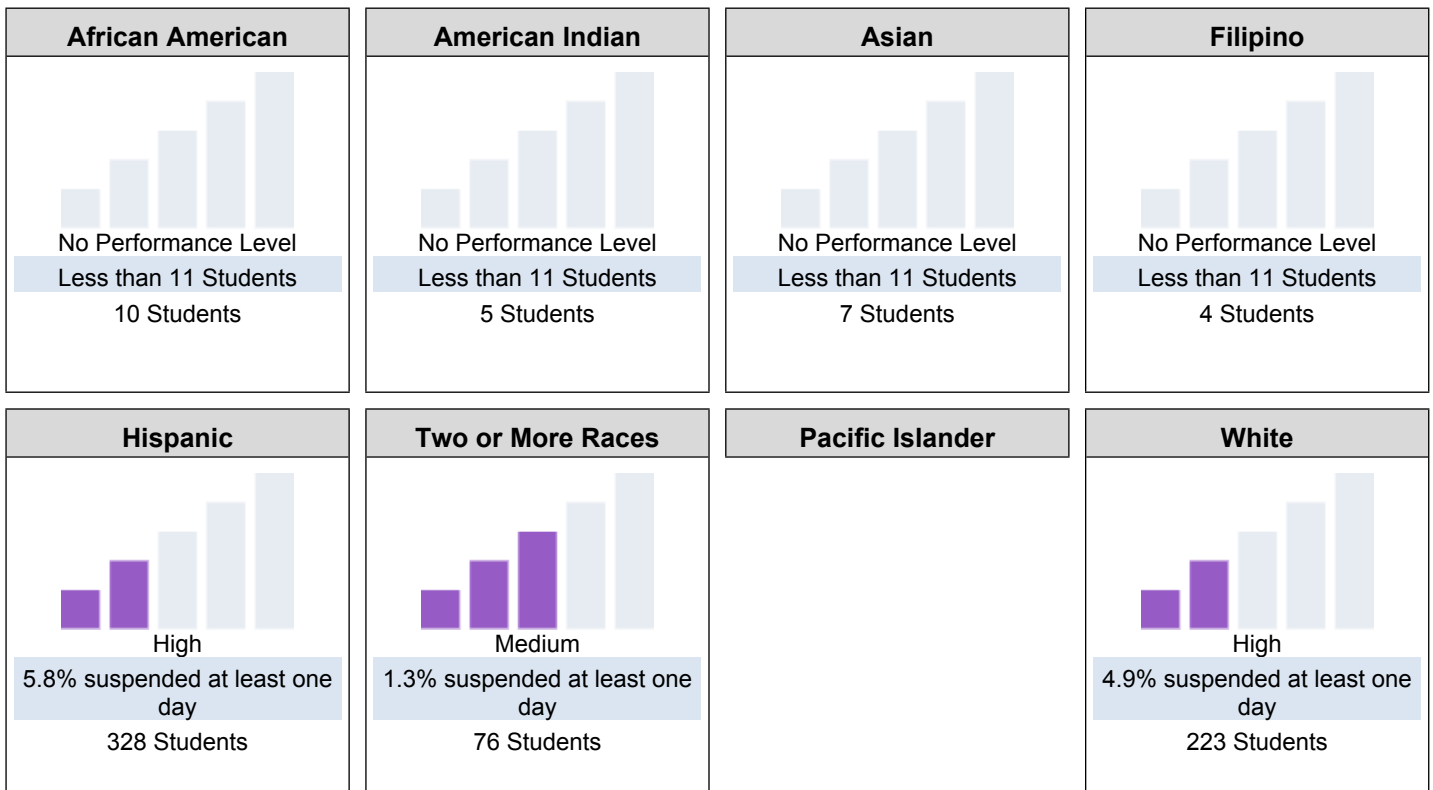
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

1. All student groups showed an increase in the number of suspensions earned.
2. The preeminent occurrence of suspensions is observed within the subgroup encompassing students with disabilities and socio-economic challenges.
3. The overall suspension rate remained below 5%,

# 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
NWEA-MAP Grades 1-6 % students scoring "Hi" and "HiAvg"	The percentage of students scoring "Hi" or "HiAvg" will increase by 5% as measured by NWEA Reading Assessment Goal for Spring 2023:  Grades 1-6 Combined 48.89% (43.89% in 2021)	Spring 2023 Grades 1-6: 42.46% Goal not met
NWEA-MAP Grades 1-6 % students scoring "Low"	The percentage of students scoring "Low" and "LoAvg" will decrease by 5% as measured by NWEA Reading Assessment  Goal for Spring 2023: Grades 1-6 Combined 32.46 (37.46% in 2021)	Spring 2023 Grades 1-6: 37.46% Goal not met
Acadience Reading Grade K % of students scoring "At or Above Benchmark" on Composite Score	The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score will increase by 5% Goal for 2023: 42% "At or Above Benchmark" benchmark	Kindergarten Acadience scores 85% of students At or Above Benchmark Goal met
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP ELA Assessment.	Grades 3-6: Percentage of cohort students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP ELA Assessment. 49.2% ALL 58.2% Fourth Grade 46.3% Fifth Grade 46.3% Sixth Grade  By Subgroup SpEd: 11.1% English Learner: 20.0% Ever-EL: 40.8% Low SES: 36.1%	Grades 3-6 ALL 45.78% Goal not met) 61.7% Fourth Grade (Goal met) 46.6% Fifth Grade (Goal not met) 36.8% Sixth Grade (Goal not met)  By Subgroup SpEd: 17.9% (Goal met) English Learner: 8.3% (Goal not met) Ever-EL: 27.9% (Goal not met) Low SES: 30.7% (Goal not met)

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students.</p> <p>The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program.</p> <p>Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult- student ratio during core E/LA Instructional time.</p> <p>All teachers working with Title I students will be supported in</p>	<p>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.</p> <p>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.</p> <p>English Language Development (ELD) for English Learners took place in two ways. Teachers delivered designated ELD lesson using the ELD component of their E/LA texts and also assigned activities in Imagine Learning, an evidence-based online ELD curriculum. Teachers also delivered integrated ELD that made academic content in core subject areas more accessible to English Learners.</p>	<p>Support for lead PLC teachers (stipend) is provided by the district using LCFF- Supplemental funds. None Specified District Funded 0.00</p> <p>Professional development</p> <p>Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 2240</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I 0.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.</p> <p>The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p>			
<p><b>B. PLC / Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction. In English/language arts, PLC teams will monitor</p>	<p>Results of NWEA reading testing and Acadience Reading 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.</p>	<p>Specials Teachers to provide PLC meeting time/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>	
		<p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries Title I 0</p>	



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>			
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will</p>	<p>1. Through the PLC process, teacher teams identified students in need of targeted academic intervention. These students received support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>2. Hourly support teachers continued to provide small group reading intervention,</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I 6932.00</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I 4300.00</p> <p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I 6932</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I 4300</p> <p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2) Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year.</p>	<p>utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program for Tier 1 and 2 interventions.</p> <p>3. Intervention classes were offered (30-minute blocks, 4 days per week) specifically for the area of reading. Identified students received targeted support through on-site interventions provided by the classroom teachers.</p> <p>4. The district literacy consultant and TOSAs provided support for the identification of and training in effective, research-based interventions for at-risk students.</p>	<p>LCFF - Supplemental 39727</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I 2500</p>	<p>LCFF - Supplemental 39727</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies Title I 2500</p>

## 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.

Collectively, these strategies and activities showcased a positive impact on student achievement in the area of ELA. The multi-tiered approach, combining in-class interventions, specialized programs, and additional tutoring, contributed to a comprehensive and tailored support system for students at various proficiency levels.

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

Professional development expenses did not occur, as Patterson Road teachers capitalized instead on PD offered by the district.

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

This goal will be adjusted to incorporate Tier 1 training and Tier 2 instructional plans, specifically targeting reading challenges in areas not covered by the SIPPS intervention program and the instruction and curriculum outlined in the district's adopted curriculum.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 2

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
NWEA-MAP Grades 1-6 % students scoring "Hi" and "HiAvg"	<p>The percentage of students scoring "Hi" or "HiAvg" will increase by 5% as measured by NWEA Math Assessment</p> <p>Goal for Spring 2023: Grades 1-6 37.46% Hi or HiAvg (32.46% in 2022)</p>	Grades 1-6 38% Goal Met
NWEA-MAP Grades 1-6 % students scoring "Low"	<p>The percentage of students scoring "Low" and "LoAvg" will decrease by 5% as measured by NWEA Reading Assessment</p> <p>Goal for Spring 2022: Grades 1-6 47.8% Low or LoAvg (52.8% in 2022)</p>	Grades 1-6 42% Goal Met
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics Assessment.	<p>Grades 3-6: Percentage of cohort students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment.</p> <p>ALL: 43.0% 47.3% Fourth Grade 33.7% Fifth Grade 45.3% Sixth Grade</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment.</p> <p>By Subgroup SpEd: 13.0% English Learner: 13.3% Ever-EL: 32.7% Low SES: 29.9%</p>	<p>Grades 3-6 ALL 40.2% Goal not met) 50.7% Fourth Grade (Goal met) 37.5% Fifth Grade (Goal met) 40.0% Sixth Grade (Goal not met)</p> <p>By Subgroup SpEd: 19.6% (Goal met) English Learner: 2.8% (Goal not met) Ever-EL: 27.9% (Goal not met) Low SES: 25.2% (Goal not met)</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6- 8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult- student ratio during Core Math Instructional time.</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K5, CPM in grades 6-8). Zearn/Eureka Math has been utilized as supplemental curriculum in order to differentiate for students who need intervention or enrichment.</p> <p>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.</p> <p>TOSAs continued to support classroom teachers with</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Supplemental curriculum materials and technology 4000-4999: Books And Supplies Title I 6000</p> <p>Professional development, Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 2400</p> <p>Math club and math bowl team supplies. Extracurricular Math curriculum, materials and supplies/ Math incentives. 4000-4999: Books And Supplies Title I 600</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Sub time for release time for teacher observations or SST days 1000-1999: Certificated Personnel Salaries Title I 1500</p>	<p>Supplemental curriculum materials and technology 4000-4999: Books And Supplies Title I 0</p> <p>Professional development, Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 0</p> <p>Math club and math bowl team supplies. Extracurricular Math curriculum, materials and supplies/ Math incentives. 4000-4999: Books And Supplies Title I 0</p> <p>Sub time for release time for teacher observations or SST days 1000-1999: Certificated Personnel Salaries Title I 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-5 and one TOSA will specialize in math instruction for grades 6-8. All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities. The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students. Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups. Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including a math club and team for the North County Math</p>	<p>implementation of the math curriculum. TOSAs offered some afterschool professional development sessions on Zearn/Eureka Math.</p> <p>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.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Super Bowl. Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2021-22 school year: Hinge Standards.</p>			
<p><b>B. PLC/Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Specials Teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1234</p>	<p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.</p>			
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math. Provide supplemental materials and online programs to support math intervention for at-risk students. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities</p>	<p>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.</p> <p>Grades 6-8 began to utilize the Khan Academy MAP Accelerator program in 2022-2023. Khan provides individualized enrichment based on a student's NWEA scores in math.</p>	<p>Materials and On-line Math programs for Math Intervention and Support 4000-4999: Books And Supplies Title I 0</p> <p>Materials and On-line Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 7000</p> <p>On-line Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p>	<p>Materials and On-line Math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF 0</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>will be provided:  Before/After school tutoring with one of our certificated teachers throughout the school year. Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.</p>			

## 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.

The 2022-2023 plan included an allotment for a school wide intervention program. The decision was made to forego this expenditure until the district funded intervention system was put to the test. The annual cost of the planned program would have been difficult to maintain.

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 97% for "All" students in grades K-3 and 4-6	Attendance rate decreased to 93.07% for "All" students in grades K-3 and 4-6
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup Goals for 2022-23 Chronic Absenteeism Rate: 27.95% "All" Students 35.04% English Learner 40.98 Low Income 18% Foster Youth 48% Homeless 40.22% SPED	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup Goals for 2022-23 Chronic Absenteeism Rate: 20.86% "All" Students (Goal met) 20.63% English Learner (Goal met) 35.29% Low Income (Goal met) 42.86% Foster Youth (Goal not met) 33.33% Homeless (Goal met) 30.34% SPED (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	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 having students work on short-term independent study assignments.	Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 750	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.			
<p>B. School Programming and Communication with Families</p> <p>Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness. Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>	<p>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.</p> <p>COVID did continue during the school year, and this caused a number of students to miss school for extended time periods.</p>	<p>Additional Office assistant time to collect data, make parent contact, and refer students for attendance program 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000</p> <p>School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Schoolwide engagement activities and assemblies 5000-5999: Services And Other Operating Expenditures Title I 1000.00</p>	<p>Additional Office assistant time to collect data, make parent contact, and refer students for attendance program 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0</p> <p>School wide engagement activities and assemblies 5000-5999: Services And Other Operating Expenditures Title I 0</p>

## 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.

Additional office time was not needed for attendance accounting. School wide assemblies were paid for by PTSA.

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 2023 Student Survey October 2023 Parent Survey	<p>Increase by 10% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships:</p> <p>Questions: There are adults at school who *really care about them *notice when they are not there *listen to them when they have something to say *are there for them when they have a problem or concern *believe they will be a success.</p> <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication:</p> <p>Questions: At my child's school... *school staff communicate with parents about what is happening at the school *teachers communicate with parents about what students are expected to learn *parents feel welcome to be involved in the school *there is someone at school to talk to about a problem or concern *school staff take parent concerns seriously</p>	<p>Students-</p> <p>Q2- Who really cares about me? 2022- 83%, 2023-83% (Goal not met)</p> <p>Q3- Who notices when I'm not there? 2022- 79%, 2023- 80% (Goal not met)</p> <p>Q4- Who listens to me when I have something to say? 2022- 77%, 2023- 77.38% (Goal not met)</p> <p>Q5- Who is there for me if I have a problem or concern? 2022- 86%, 2023- 86% (Goal not met)</p> <p>Q6- Who believes that i will be a success? 2022- 84%, 2023- 84% (Goal not met)</p> <p>Parents-</p> <p>Q3- Principal/ Staff Communication 2022- 91% 2023- 88% (Goal not met)</p> <p>Q4- Teachers communication with parents 2022- 83%, 2023- 87% (Goal not met)</p> <p>Q5- Parents feel welcome 2022- 85%, 2023- 86% (Goal not met)</p> <p>Q6- If I have a problem... 2022- 76%, 2023- 85% (Goal met)</p> <p>Q7- Serious parent concerns 2022- 74%, 2023- 76% (Goal not met)</p>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Focus on Relationships and Social/Emotional Learning	At the beginning of the school year, special greetings for students and	Bilingual Community Liaison provides translation for meetings	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2022-2023 school year.</p>	<p>families were planned by the principal and teachers. Teachers prioritize making a personal connection with each student.</p>	<p>Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0.00</p>	
<p>Provide services such as childcare and alternate meeting location (including virtual options) when needed.</p>	<p>As possible, the district and school continued to plan special activities and learning experiences that provide motivation and socialization for students.</p>	<p>Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0.00</p>	
<p>Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.</p>	<p>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.</p>		
<p>Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)</p>	<p>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.</p> <p>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.</p> <p>SEE Learning was piloted in some classrooms during the 2022-2023 school year. The district has adopted SEE</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>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 to train others in the curriculum.</p>		
<p><b>B. Support for Families</b></p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district will provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>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.</p> <p>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.</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>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.</p>		

## 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, and Battle of the Books. 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.

None.

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

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	<p>Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup. Decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.</p> <p>Goal for Suspension Rate for 2022-23:                      &lt;2% Suspension Rate (total)                      &lt;2% Special Education                      &lt;2% Socioeconomically Disadvantaged                      &lt;2% English Learners</p> <p>Goal for Expulsion Rate 2022-23:                      0 % Expulsion Rate (All Students)</p>	<p>All 4.33%                      Socioeconomically Disadvantage 6.14%                      Goal: &lt;2%                      Homeless 8.33% Goal: &lt;2%                      Foster 20% Goal: &lt;2%                      EL 3.7% Goal: &lt;2%</p>

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture</p> <p>At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school</p>	<p>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.</p> <p>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</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>Materials and Incentives for the implementation of PBIS 4000-4999: Books And Supplies LCFF - Supplemental 1000</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>assemblies, and PBIS "Passport Days." The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs. The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the library makerspace, Math Team, and Battle of the Books.</p> <p>Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include: Battle of the books, Robotics team, makerspace, student council, ASB leadership and activities, Math Super Bowl team, and Yearbook Club.</p>	<p>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.</p> <p>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.</p> <p>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.</p>		
<p>B. Social/Emotional Learning and Support</p>	<p>As stated in the Annual Review and Update for Goal 4, the district did not</p>	<p>Social Emotional Curriculum/District Funded 4000-4999:</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>In response to student behavioral needs, the district expanded staff available to teach and</p>	<p>Books And Supplies District Funded 0</p> <p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>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.</p>		

## 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

Proficiency in ELA

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Students with Disabilities, and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Additionally, COVID related absences for the 2021-2022 school year impacted student achievement and preparedness for rigorous content of the current school year. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-6 % students scoring "Hi" and "HiAvg"	Results from Spring 2023 E/LA NWEA assessment:  Grades 1-6 16% Hi (16.73% 2022) (Goal 21%) 22% HiAvg (27.1% 2022) (Goal 27%)	The percentage of students scoring "Hi" or "HiAvg" will increase by 5% as measured by NWEA Reading Assessment Goal for Spring 2024:  Grades 1-6 Combined 48% (43% 2023)
NWEA-MAP Grades 1-6 % students scoring "Low"	Results from Spring 2023 E/LA NWEA assessment:  Grades 1-6 18.16% LoAvg (18.16% 2022) (Goal 13.16) 19.3% Low (19.3% 2022) ( Goal 14.3)	The percentage of students scoring "Low" and "LoAvg" will decrease by 5% as measured by NWEA Reading Assessment  Goal for Spring 2024: Grades 1-6 Combined 27.46% (32.46%2022)
Acadience Reading Grade K % of students scoring "At or Above Benchmark" on Composite Score	Acadience Composite Assessment for K students Spring 2023:  37 % of students scored "At or Above Benchmark" benchmark	The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score will increase by 5% Goal for 2024: 50% "At or Above Benchmark" benchmark

Metric/Indicator	Baseline	Expected Outcome
<p>Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Language Assessment.</p>	<p>Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP ELA Assessment.            45% Third Grade            58% Fourth Grade            45% Fifth Grade            45% Sixth Grade</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard on the 2023 CAASPP Mathematics Assessment.            All: 45%            By Subgroup            SpEd: 12%            English Learner: 18%            Ever-EL: 38%            Low SES: 34%</p>	<p>Grades 3-6: Percentage of cohort students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP ELA Assessment.            50% Fourth Grade            63% Fifth Grade            50% Sixth Grade</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment.            All: 50%            By Subgroup            SpEd: 17%            English Learner: 23%            Ever-EL: 43%            Low SES: 39%</p>

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students.

The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program.

Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult- student ratio during core E/LA Instructional time.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum. These opportunities will be provided by the TOSAs and through other professional growth opportunities.

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

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

### Students to be Served by this Strategy/Activity

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

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Support for lead PLC teachers (stipend) is provided by the district using LCFF-Supplemental funds.
<b>Amount</b>	4000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Training/ Conference

### Strategy/Activity 2

#### B. PLC / Progress Monitoring

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

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide PLC meeting time/District Funded

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2) Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students. Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year.

#### Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title I

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, TOSA, Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	28000
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits
<b>Amount</b>	6800
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Intervention Program
<b>Amount</b>	40000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Proficiency in Math

### Goal Statement

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

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement.

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Additionally, COVID related absences for the 2021-2022 school year impacted student achievement and preparedness for rigorous content of the current school year. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students following the return from distance learning related to the global pandemic.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA-MAP Grades 1-6 % students scoring "Hi" and "HiAvg"	Results from Spring 2023 Math NWEA assessment:  Grades 1-6 11.16% Hi (10.87% 2021) (Goal was 60%) 21.3% HiAvg (19.17% 2021) (Goal was 60%)	The percentage of students scoring "Hi" or "HiAvg" will increase by 5% as measured by NWEA Math Assessment  Goal for Spring 2024: Grades 1-6 37.46% Hi or HiAvg (32.46% in 2022)
NWEA-MAP Grades 1-6 % students scoring "Low"	Results from Spring 2022 Math NWEA assessment:  Grades 1-6 24.3% LoAvg (21.15% 2021) (Goal was 16.5%) 28.5% Low (29.45% 2021) (Goal was 24.45%)	The percentage of students scoring "Low" and "LoAvg" will decrease by 5% as measured by NWEA Reading Assessment  Goal for Spring 2022: Grades 1-6 47.8% Low or LoAvg (52.8% in 2022)
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics Assessment.	Grades 3-6: Percentage of students meeting or exceeding standard on 2022 CAASPP Mathematics Assessment. 46% Third Grade	Grades 3-6: Percentage of cohort students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment.

Metric/Indicator	Baseline	Expected Outcome
	46% Fourth Grade 33% Fifth Grade 45% Sixth Grade  For Grades 3-6: Percentage of students meeting or exceeding standard on the 2022 CAASPP 2022 Mathematics Assessment. All: 45% By Subgroup SpEd: 12% English Learner: 18% Ever-EL: 38% Low SES: 34%	52% Fourth Grade 51% Fifth Grade 38% Sixth Grade  For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment. All: 50% By Subgroup SpEd: 17% English Learner: 23% Ever-EL: 43% Low SES: 39%

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Initial Classroom Instruction (Tier 1)

##### 1. Refinement of Textbook Utilization:

- Teachers in grades K-6 will continue refining their use of adopted textbooks aligned with the California State Standards. Math Expressions (grades K-5) and College Preparatory Mathematics (CPM) in grades 6-8 will be utilized to strengthen mathematical understanding.
- Ongoing professional development will be provided to empower teachers in effective textbook implementation.
- Online components and supplemental materials will be integrated to address the diverse needs of English Learners, Students with Disabilities, struggling students, and gifted students.

##### 2. Curriculum Fidelity and Rigor:

- District consultants Michele Douglass and Elizabeth Hammonds will collaborate with teachers to ensure fidelity in teaching the adopted curriculum and maintaining a high level of rigor.
- Teachers on Special Assignment (TOSAs) will continue to support teachers in curriculum fidelity, pacing, and maintaining high standards, with specialized TOSAs focusing on math instruction for grades K-5 and 6-8.

##### 3. Title I Student Support:

- TOSAs specializing in math instruction for grades K-5 and 6-8 will support teachers working with Title I students in implementing standards, integrating technology, and ensuring equitable access to the curriculum.
- Professional growth opportunities will be provided for teachers, including targeted training in effective, research-based instruction and intervention for at-risk students.

##### 4. Math Enrichment and Incentive Programs:

- Establish a school-wide incentive program for mastery of math concepts and facts.
- Offer math enrichment opportunities, including a math club and team for participation in the North County Math Super Bowl.

##### 5. Focus on Hinge Standards:

- Establish Hinge Standards as the focus area for initial classroom instruction (Tier 1) to contribute significantly to student achievement in math during the 2021-22 school year.

## Students to be Served by this Strategy/Activity

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

## Timeline

Ongoing

## Person(s) Responsible

Principal, TOSA, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	6000
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental curriculum materials and technology
<b>Amount</b>	2400
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development, Cost of workshops, conferences, consultants, substitutes
<b>Amount</b>	600
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math club and math bowl team supplies. Extracurricular Math curriculum, materials and supplies/ Math incentives.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class
<b>Amount</b>	1500
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Supplies and materials to enhance instruction
<b>Amount</b>	10169
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	After School Math Intervention

## Strategy/Activity 2

### B. PLC/Progress Monitoring

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

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 3

### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math. Provide supplemental materials and online programs to support math intervention for at-risk students. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for

at risk students. Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

**Students to be Served by this Strategy/Activity**

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

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, TOSA, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and On-line Math programs for Math Intervention and Support
<b>Amount</b>	2500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and On-line Math programs for Math Intervention and Support
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	On-line Math programs for Math Intervention and Support/District Funded

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance rates for all students was 93.07% for grades K-6.	Increase attendance rate to 97% for "All" students in grades K-3 and 4-6
Chronic Absenteeism Rate	Chronic Absenteeism Rate 2022-2023:  20.86% "All" Students 20.63% English Learner 35.29% Low Income 42.86% Foster Youth 33.33% Homeless 30.34% SPED	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup Goals for 2023-24 Chronic Absenteeism Rate: 18.86% "All" Students 18.63% English Learner 33.29% Low Income 40.86% Foster Youth 31.33% Homeless 28.34% SPED

### Planned Strategies/Activities

# Strategy/Activity 1

## A. School Culture and Communication with Students

### Continuous Communication on Attendance:

- Maintain ongoing communication with students and parents/guardians to emphasize the importance of regular school attendance.
- Utilize multiple communication channels, including newsletters, emails, and social media, to keep families informed about the impact of attendance on academic achievement.

### Cultivating a Culture of Celebration:

- Foster a school-wide culture that celebrates the value of consistent attendance.
- Organize regular events, such as monthly attendance challenges or themed attendance weeks, to engage students and make attendance a positive and enjoyable aspect of their school experience.
- Recognize and celebrate classrooms or grade levels with exemplary attendance through bulletin boards, announcements, and school-wide assemblies.

### Implementation of Positive Attendance Programs:

- Develop and implement a comprehensive positive school attendance program.
- Provide student and parent education sessions on the importance of daily school attendance, highlighting its direct correlation to academic success and future opportunities.
- Collaborate with teachers to integrate lessons and activities that emphasize the connection between attendance, learning, and personal growth.

### Incentives and Awards for Positive Attendance:

- Establish a system of incentives and awards to acknowledge and reward positive attendance behavior.
- Recognize students with perfect attendance through certificates, monthly awards, or other tangible rewards.
- Engage parents/guardians in the attendance initiative by providing recognition for families who consistently prioritize and support regular school attendance.

### Partnership with Community Resources:

- Collaborate with community partners to enhance the positive attendance program.
- Explore partnerships with local businesses or organizations to provide additional incentives or rewards for students with outstanding attendance records.

### Regular Monitoring and Evaluation:

- Implement a systematic approach to monitor attendance data regularly.
- Analyze attendance trends and identify any patterns or challenges that may require targeted interventions.
- Adjust strategies based on ongoing evaluation to ensure the effectiveness of the attendance improvement initiatives.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Principal, Leadership Team, Teachers, PTA

## Proposed Expenditures for this Strategy/Activity

**Amount**

1500

**Source**

LCFF - Supplemental

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance incentives
<b>Amount</b>	4000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Assemblies/ presentations or experiences to support the SEL

## Strategy/Activity 2

### B. School Programming and Communication with Families

#### Data-Driven Identification:

- Regularly screen attendance data to identify students with attendance issues.
- Utilize an early warning system to identify patterns and trends in student attendance, allowing for timely intervention.

#### Parental Engagement:

- Establish a proactive communication system to make regular contact with parents/guardians of students identified with attendance issues.
- Conduct parent conferences to collaboratively address and understand the root causes of attendance challenges.

#### Health and Hygiene Education:

- Work with students on health and hygiene practices to limit the spread of illness and, consequently, reduce absences due to illness.
- Collaborate with local health agencies to provide informational sessions and resources for both students and parents on maintaining good health.

#### Multidisciplinary Support Team:

- Utilize the expertise of office staff, school counselors, and community liaisons to support students and families in addressing attendance challenges.
- Establish a multidisciplinary team that meets regularly to discuss and strategize interventions for students with persistent attendance issues.

#### SARB Process Implementation:

- Implement a tiered approach to address attendance issues, utilizing parent letters and district referrals as initial steps.
- Activate the School Attendance Review Board (SARB) process for students with truancy, excessive tardies, and excessive absenteeism (>10% excused absences).
- Collaborate with the SARB program to develop and implement attendance contracts, interventions, and support services for families.

#### Community Resources and Partnerships:

- Establish partnerships with local community organizations and agencies to provide additional resources and support for families facing attendance challenges.
- Leverage community liaisons to connect families with available resources, such as transportation assistance, health services, and counseling.

## Students to be Served by this Strategy/Activity

Students identified as chronically absent

## Timeline



Ongoing

**Person(s) Responsible**

Principal, Office Staff, Counselor, Community Liaison, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional Office assistant time to collect data, make parent contact, and refer students for attendance program
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Based Counselor works with families and students to improve student attendance.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison works with families to improve student attendance.
<b>Amount</b>	1500
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Schoolwide engagement activities and assemblies

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
October 2023 Student Survey October 2023 Parent Survey	<p>October 2023 Student Survey: The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who...</p> <ul style="list-style-type: none"><li>*really cares about them (82%)</li><li>*notice when they are not there (80%)</li><li>*listen to them when they have something to say (77%)</li><li>*are there for them when they have a problem or concern (85%),</li><li>*believe they will be a success (84%).</li></ul> <p>October 2023 Parent Survey: The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that...</p> <ul style="list-style-type: none"><li>*school staff communicate with parents about what is happening at the school (91%)</li><li>*teachers communicate with parents about what students are expected to learn (83%)</li><li>*parents feel welcome to be involved in the school (85%)</li></ul>	<p>Increase by 10% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships:</p> <p>Questions: There are adults at school who *really care about them *notice when they are not there *listen to them when they have something to say *are there for them when they have a problem or concern *believe they will be a success.</p> <p>Increase by 10% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication:</p> <p>Questions: At my child's school... *school staff communicate with parents about what is happening at the school</p>

Metric/Indicator	Baseline	Expected Outcome
	*there is someone at school to talk to about a problem or concern (76%) *school staff take parent concerns seriously (74%).	*teachers communicate with parents about what students are expected to learn *parents feel welcome to be involved in the school *there is someone at school to talk to about a problem or concern *school staff take parent concerns seriously

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

##### Emphasis on Teacher-Student Relationships:

- Facilitate professional development for teachers to enhance their skills in building positive and supportive relationships with students.
- Implement orientation sessions at the start of the school year specifically focused on fostering strong teacher-student connections.
- Encourage open communication channels between teachers and students, fostering an environment where students feel heard and understood.

##### Flexible Services for Families:

- Provide childcare services to accommodate families' needs during events and meetings.
- Establish alternate meeting locations, including virtual options, to ensure accessibility for all parents and guardians.

##### Language Accessibility:

- Translate essential materials into multiple languages to enhance communication with diverse families.
- Offer interpreters for phone calls and assistance at events/meetings to facilitate effective communication between school staff and parents, addressing language barriers.

##### Social-Emotional Learning (SEL) Integration:

- Develop a comprehensive SEL curriculum by collaborating with the district SEL task force.
- Identify and adopt a district-wide SEL curriculum based on the recommendations of the task force, with consideration for the successful piloting of SEE Learning during the Summer program.
- Integrate regular lessons in social/emotional learning into the academic schedule to nurture students' emotional intelligence, self-awareness, and interpersonal skills.

##### Professional Development for SEL Implementation:

- Provide ongoing professional development opportunities for teachers to effectively implement SEL strategies in the classroom.
- Establish a support system, including mentorship and collaborative planning sessions, to ensure the successful integration of SEL into daily instruction.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

On-going

## Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings
<b>Amount</b>	0.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum for weekly lessons
<b>Amount</b>	4000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	PBIS training

## Strategy/Activity 2

### B. Support for Families

To strengthen the school-home partnership, the principal, teachers, and office staff will consistently communicate with families using a variety of channels, including Parent Square, email, newsletters, and online platforms such as the school website and social media. Additionally, the district will facilitate parent education opportunities through virtual platforms like Zoom.

#### Regular Communication Channels:

- Utilize Parent Square for timely updates, announcements, and essential information.
- Implement regular email communication to share academic updates, event details, and other pertinent information.
- Distribute newsletters to provide in-depth insights into school activities, achievements, and upcoming events.
- Maintain an active online presence through the school website and social media platforms for broader community engagement.

#### Virtual Parent Education Offerings:

- Collaborate with the district to organize a series of parent education sessions conducted via Zoom and other virtual platforms.
- Offer a diverse range of topics, including academic support, social-emotional learning, and strategies for fostering a positive learning environment at home.
- Ensure accessibility by scheduling sessions at various times and providing resources for parents who may not attend live sessions.

#### Monitoring and Observation:

#### Data Collection:

- Regularly collect feedback from families through surveys and open communication channels to assess the effectiveness of communication strategies.

Usage Analytics:

- Monitor the usage and engagement metrics on Parent Square, email, newsletters, and online platforms to gauge the reach and impact of communication efforts.

Parent Education Attendance:

- Track attendance and participation in virtual parent education sessions to evaluate the interest and relevance of the offered topics.

Adjustment and Improvement:

- Based on feedback and data analysis, adjust communication strategies and parent education offerings as needed to continually improve the effectiveness of family engagement efforts.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Office Staff, Technology Department

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Funds for speakers and other expenses associated with the cost of parent education events

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	2022-2023 0% Expulsion Rate 4.8% Suspension Rate - 5.88% Low Income 1.59% English Learners 14.29% Foster Youth 13.48% Special Education 0% Homeless Students	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup. Decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.  Goal for Suspension Rate for 2023-24: <2% Suspension Rate (total) <2% Special Education <2% Socioeconomically Disadvantaged <2% English Learners  Goal for Expulsion Rate 2022-23: 0 % Expulsion Rate (All Students)

### Planned Strategies/Activities

#### Strategy/Activity 1

A. School Culture

To foster a positive school culture, Patterson will continue its commitment to Positive Behavioral Interventions and Supports (PBIS) during the 2023-2024 academic year. Emphasis will be placed on relationship-building, explicit teaching of behavioral expectations, and the use of positive reinforcement strategies.

**Relationship Building and Rapport:**

- Throughout the school year, teachers will prioritize establishing positive relationships and rapport with students, creating a supportive and inclusive learning environment.

**PBIS Implementation:**

- Continue the implementation of PBIS principles, focusing on the proactive teaching of behavioral expectations.
- Provide multiple opportunities for students to learn and practice these expectations during classroom instruction, school assemblies, and dedicated PBIS "Passport Days."

**Positive Reinforcement:**

- Utilize positive reinforcers, such as raffle tickets and classroom drawings, to motivate students to meet and exceed behavioral expectations.
- Recognize and celebrate positive behaviors through various channels, reinforcing a culture of respect and responsibility.

**Office Discipline Referral (ODR) Monitoring:**

- Continue tracking Office Discipline Referrals (ODRs) to monitor behavioral trends and identify areas for additional support or intervention.
- Analyze ODR data regularly to inform adjustments and enhancements to the PBIS program.

**Co-Curricular and Extracurricular Activities:**

- Offer a diverse range of co-curricular and extracurricular activities that promote community building, teamwork, and leadership skills.
- Highlight programs such as Battle of the Books, Robotics team, makerspace, Student Council/ASB leadership and activities, Math Super Bowl team, and Yearbook Club as avenues for student engagement and skill development.

**Monitoring and Evaluation:**

**PBIS Implementation Assessment:**

- Conduct periodic assessments of PBIS implementation, seeking feedback from staff and students to ensure alignment with the school's positive behavior goals.

**Extracurricular Program Participation:**

- Monitor participation rates in extracurricular events to gauge the effectiveness of these activities in building a positive and connected school community.

**Adjustment and Improvement:**

Based on assessment findings, adjust PBIS strategies and extracurricular offerings as necessary to continuously enhance the overall positive behavior climate at [School Name].

This PBIS strategy underscores our commitment to cultivating a positive and supportive school environment. By focusing on relationship-building, explicit behavioral instruction, and reinforcing positive behaviors, we aim to create a school culture where students feel valued, engaged, and empowered to succeed.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Leadership Team, Teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount**

4501

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and Incentives for the implementation of PBIS

## Strategy/Activity 2

### B. Social/Emotional Learning and Support

#### SEL Curriculum Adoption:

- Collaborate with the district SEL task force to identify and adopt an SEL curriculum that aligns with the school's goals and values.
- Incorporate regular lessons in SEL to explore social/emotional competencies, including self-awareness, self-management, responsible decision-making, relationship skills, social awareness, and engagement.

#### Teacher-Student Rapport:

- Emphasize the importance of teachers maintaining a close rapport with their students to create a supportive and trusting learning environment.
- Encourage teachers to employ strategies that foster positive connections, such as check-ins, individual conferences, and student goal-setting discussions.

#### Student Support Referral Process:

- Establish a clear referral process for teachers to direct students facing social or emotional struggles to appropriate support personnel.
- Encourage teachers to refer students to the school site counselor or district psychologist when additional guidance or intervention is needed.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum/District Funded
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Site Counselor/District Funded



# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	118,470.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	61,501.00	0.00
Title I Part A: Targeted Assistance Program	56,969.00	0.00
	0	0.00
	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	61,501.00
Title I	0.00
Title I Part A: Targeted Assistance Program	56,969.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	78,169.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	23,401.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	14,400.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	40,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,501.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,000.00
4000-4999: Books And Supplies	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	38,169.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	14,900.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Targeted Assistance Program	2,400.00

# 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
- 3 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Nicole Sorensen	Principal
Terry Wright	Other School Staff
Ilyana Clark	Other School Staff
Yvette Soriano	Classroom Teacher
Angie Edmonds	Other School Staff
Riley Ramos	Parent or Community Member
Erika Johnson	Parent or Community Member
Maria Serna	Parent or Community Member
Jon Patterson	Parent or Community Member
Christina Olivares	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 16, 2023.

Attested:



Principal, Nikki Sorensen on 11/27/2023



SSC Chairperson, Erika Johnson on 11/27/2023

# Addendum

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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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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



## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

School Year: **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.

<b>School Name</b>	Pine Grove Elementary School
<b>Address</b>	1050 Rice Ranch Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045801
<b>Principal</b>	Michelle Boyd
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 30, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	November 6, 2023
<b>Local Board Approval Date</b>	December 13, 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

At Pine Grove School, we believe that all students can learn at high levels. We set high standards for student achievement and expect all students to achieve at their maximum potential. Our staff is committed to the development of problem solvers and creative thinkers and believe that educating children for success as contributing members of society is a priority.

## Vision

Pine Grove School will:

- Foster a secure and supportive learning environment
- Provide academic excellence, character development, and enrichment for all
- Utilize and incorporate technology in daily classroom learning
- Instill a desire to become life-long learners

Students will:

- Experience quality instruction
- Increase levels of achievement
- Actively engage in learning

# School Profile

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

Pine Grove is located in the northern region of Santa Barbara County and serves students in grades K-6 following a traditional calendar. In 2023-2024 the school's overall demographics is as follows: 0.2% American Indian/Alaskan Native, 0.4% Hawaiian/Pacific Islander, 2.2% Asian, 1.5% Black/African American, 50.7% Hispanic, 34.1% White, 7.7% Two or More Races, and 3.1% declined to state.

For the 2023-2024 school year, 548 students are enrolled, including 9.9% classified as English Language Learners, 11% students with disabilities, and 43% socioeconomically disadvantaged.

English Language Learners: English Learners represent 9.9 percent of the student population. Students are reclassified by having an Overall Score of "Well Developed" (4) score on the English Language Proficiency Assessments for California (ELPAC), Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation, and scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. All teachers have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

Students with Disabilities: Students with Disabilities represent 11 percent of the student population. These students receive services based on their Individual Educational Plans (IEP). Special Education services at Pine Grove include Speech & Language services, Occupational Therapy, Resource Specialist services, Adaptive Physical Education, behavior plans, and counseling. The district and the county provide these services; however, regionalized services are provided as well. These include vision and hard of hearing services. Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students. Specialized academic instruction is offered to students through both pull-out and in-classroom services.

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare communications platform.

Opportunities to serve on committees include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.



# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates: 10/12/2022 and 11/9/22.

Discussions included a thorough review of school data using Acadience K-6 Reading data and Spring 2022 NWEA mathematic and reading scores for grades 1-6, and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

9/21/22 and 10/19/22 - Met with Pine Grove staff to review SPSA plan and relevant data.

11/9/22 - Met with Pine Grove PTA to share school site goals and proposed SPSA.

11/9/22 - Met with ELAC to review data and the proposed SPSA.

11/14/22- Met with School Site Council to review data and approve the SPSA.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.20%	0.2%		1	1
African American	0.2%	0.20%	1.76%	1	1	9
Asian	1.3%	1.43%	1.57%	6	7	8
Filipino	1.7%	1.02%	0.98%	8	5	5
Hispanic/Latino	45.4%	46.52%	49.22%	217	227	251
Pacific Islander	0.2%	0.20%	0%	1	1	0
White	40.8%	40.16%	36.08%	195	196	184
Multiple Races	6.7%	7.58%	7.65%	32	37	39
<b>Total Enrollment</b>				478	488	510

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	69	64	55
Grade 1	63	69	81
Grade 2	64	75	71
Grade 3	79	67	84
Grade 4	62	84	69
Grade 5	67	61	80
Grade 6	74	68	70
<b>Total Enrollment</b>	478	488	510

### Conclusions based on this data:

1. Student enrollment has increased every year since 2020. Enrollment for the current 2023-2024 school year is 548 students; the highest enrollment in recent years.
2. Transitional Kindergarten is a new grade level added to the school. The total in two classes is 28 students.
3. Hispanic/Latino students represent more than half of the school's enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	32	37	44	6.7%	7.6%	8.6%
Fluent English Proficient (FEP)	10	11	17	2.1%	2.3%	3.3%
Reclassified Fluent English Proficient (RFEP)	3			9.4%		

### Conclusions based on this data:

1. The number and percent of English Learners is increasing by approximately 1% annually.
2. The number and percent of FEP students remain steady.
3. The number and percent of RFEP students continue to shift, which is reflective of changes in standards, assessments, and reclassification criteria.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	81	68	88	0	67	85	0	67	85	0.0	98.5	96.6
Grade 4	63	79	73	0	79	72	0	79	72	0.0	100.0	98.6
Grade 5	69	62	78	0	62	78	0	62	78	0.0	100.0	100.0
Grade 6	72	72	73	0	71	71	0	71	71	0.0	98.6	97.3
All Grades	285	281	312	0	279	306	0	279	306	0.0	99.3	98.1

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		2411.	2402.		23.88	20.00		14.93	18.82		28.36	24.71		32.84	36.47
Grade 4		2484.	2480.		29.11	31.94		27.85	20.83		22.78	23.61		20.25	23.61
Grade 5		2511.	2518.		16.13	26.92		41.94	30.77		27.42	21.79		14.52	20.51
Grade 6		2538.	2522.		19.72	11.27		28.17	30.99		40.85	39.44		11.27	18.31
All Grades	N/A	N/A	N/A		22.58	22.55		27.96	25.16		29.75	27.12		19.71	25.16

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		20.90	8.24		64.18	69.41		14.93	22.35
Grade 4		16.46	19.44		64.56	66.67		18.99	13.89
Grade 5		20.97	23.08		61.29	62.82		17.74	14.10
Grade 6		14.08	11.27		69.01	63.38		16.90	25.35
All Grades		17.92	15.36		64.87	65.69		17.20	18.95

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		14.93	16.47		56.72	50.59		28.36	32.94
<b>Grade 4</b>		17.72	19.44		63.29	58.33		18.99	22.22
<b>Grade 5</b>		16.13	11.54		69.35	69.23		14.52	19.23
<b>Grade 6</b>		22.54	16.90		60.56	63.38		16.90	19.72
<b>All Grades</b>		17.92	16.01		62.37	60.13		19.71	23.86

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		17.91	7.06		64.18	65.88		17.91	27.06
<b>Grade 4</b>		15.19	18.06		77.22	66.67		7.59	15.28
<b>Grade 5</b>		17.74	17.95		66.13	73.08		16.13	8.97
<b>Grade 6</b>		15.49	16.90		77.46	70.42		7.04	12.68
<b>All Grades</b>		16.49	14.71		71.68	68.95		11.83	16.34

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		13.43	12.94		61.19	67.06		25.37	20.00
<b>Grade 4</b>		24.05	16.67		65.82	75.00		10.13	8.33
<b>Grade 5</b>		17.74	20.51		69.35	70.51		12.90	8.97
<b>Grade 6</b>		8.45	18.31		81.69	63.38		9.86	18.31
<b>All Grades</b>		16.13	16.99		69.53	68.95		14.34	14.05

**Conclusions based on this data:**

1. There is an increase in the Mean Scale Score in ELA/Literacy for grades 3-6 over the 3-year period reported.
2. Targeted ELA instruction has resulted in growth in reading achievement.
3. Writing scores remain steady but strong over the 3-year period reported.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	81	68	88	0	67	86	0	67	86	0.0	98.5	97.7
Grade 4	63	78	72	0	78	72	0	78	72	0.0	100.0	100.0
Grade 5	69	62	78	0	61	78	0	61	78	0.0	98.4	100.0
Grade 6	72	72	73	0	71	72	0	71	72	0.0	98.6	98.6
All Grades	285	280	311	0	277	308	0	277	308	0.0	98.9	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		2433.	2420.		22.39	11.63		26.87	33.72		23.88	26.74		26.87	27.91
Grade 4		2488.	2514.		23.08	37.50		30.77	26.39		28.21	19.44		17.95	16.67
Grade 5		2494.	2518.		11.48	24.36		22.95	28.21		37.70	25.64		27.87	21.79
Grade 6		2532.	2531.		18.31	18.06		22.54	31.94		33.80	23.61		25.35	26.39
All Grades	N/A	N/A	N/A		19.13	22.40		25.99	30.19		30.69	24.03		24.19	23.38

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		26.87	25.58		52.24	47.67		20.90	26.74
Grade 4		25.64	40.28		56.41	40.28		17.95	19.44
Grade 5		14.75	25.64		55.74	56.41		29.51	17.95
Grade 6		26.76	26.39		47.89	50.00		25.35	23.61
All Grades		23.83	29.22		53.07	48.70		23.10	22.08

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		23.88	16.28		44.78	58.14		31.34	25.58
<b>Grade 4</b>		23.08	33.33		57.69	54.17		19.23	12.50
<b>Grade 5</b>		9.84	21.79		63.93	56.41		26.23	21.79
<b>Grade 6</b>		19.72	12.50		52.11	56.94		28.17	30.56
<b>All Grades</b>		19.49	20.78		54.51	56.49		25.99	22.73

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		20.90	16.28		62.69	63.95		16.42	19.77
<b>Grade 4</b>		29.49	36.11		51.28	45.83		19.23	18.06
<b>Grade 5</b>		11.48	20.51		65.57	57.69		22.95	21.79
<b>Grade 6</b>		11.27	12.50		74.65	65.28		14.08	22.22
<b>All Grades</b>		18.77	21.10		63.18	58.44		18.05	20.45

**Conclusions based on this data:**

1. Mean scale scores in math remain steady over the 3-year period reported.
2. Math results indicate a need for specific strategic interventions.
3. The number of students that exceeded standard increased from from the previous year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*	*	*	*	*	*	*	*	8	6	4
<b>1</b>	*	*	*	*	*	*	*	*	*	7	6	9
<b>2</b>		*	*		*	*		*	*		10	9
<b>3</b>	*	*	*	*	*	*	*	*	*	5	*	8
<b>4</b>	*	*	*	*	*	*	*	*	*	5	5	4
<b>5</b>	*	*	*	*	*	*	*	*	*	4	5	5
<b>6</b>	*	*	*	*	*	*	*	*	*	*	4	6
<b>All Grades</b>										30	38	45

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>		*	*		*	*		*	*		*	*		*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.00	18.42	22.22	63.33	47.37	31.11	13.33	28.95	31.11	13.33	5.26	15.56	30	38	45



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		*	*		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	44.74	33.33	40.00	42.11	40.00	16.67	10.53	13.33	10.00	2.63	13.33	30	38	45

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		*	*		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.33	7.89	4.44	36.67	28.95	28.89	43.33	42.11	33.33	16.67	21.05	33.33	30	38	45

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		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	36.67	28.95	17.78	63.33	63.16	66.67	0.00	7.89	15.56	30	38	45	

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		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	46.67	50.00	56.82	36.67	50.00	31.82	16.67	0.00	11.36	30	38	44

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		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	6.67	10.53	9.09	66.67	63.16	47.73	26.67	26.32	43.18	30	38	44

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		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	13.33	21.05	20.00	73.33	63.16	55.56	13.33	15.79	24.44	30	38	45

**Conclusions based on this data:**

1. The writing domain continues to be an area where most of our English Learner students are scoring in the "Well Developed" or "Somewhat Moderately Developed" ranges.
2. The reading domain is a focus area for intervention. Reading comprehension needs to be a priority during English Language Development (ELD) lessons.

# School and Student Performance Data

## Student Population

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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>488</b>	<b>29.9</b>	<b>7.6</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Pine Grove 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	37	7.6
<b>Foster Youth</b>		
<b>Homeless</b>	2	0.4
<b>Socioeconomically Disadvantaged</b>	146	29.9
<b>Students with Disabilities</b>	55	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	1	0.2
<b>American Indian</b>	1	0.2
<b>Asian</b>	7	1.4
<b>Filipino</b>	5	1.0
<b>Hispanic</b>	227	46.5
<b>Two or More Races</b>	37	7.6
<b>Pacific Islander</b>	1	0.2
<b>White</b>	196	40.2

**Conclusions based on this data:**

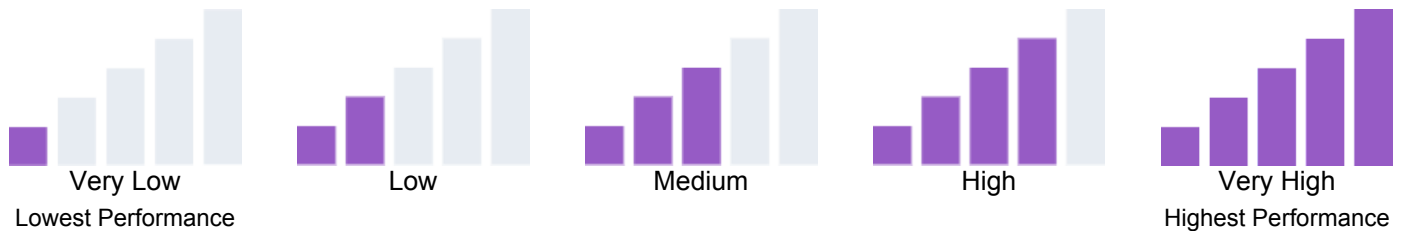
1. The student population has risen by 23 students.
2. More families are marking "decline to state" when asked about ethnicity.
3. Subgroup percentages remain similar to years past, but there is a steady rise in the socioeconomically disadvantaged subgroup.

# School and Student Performance Data

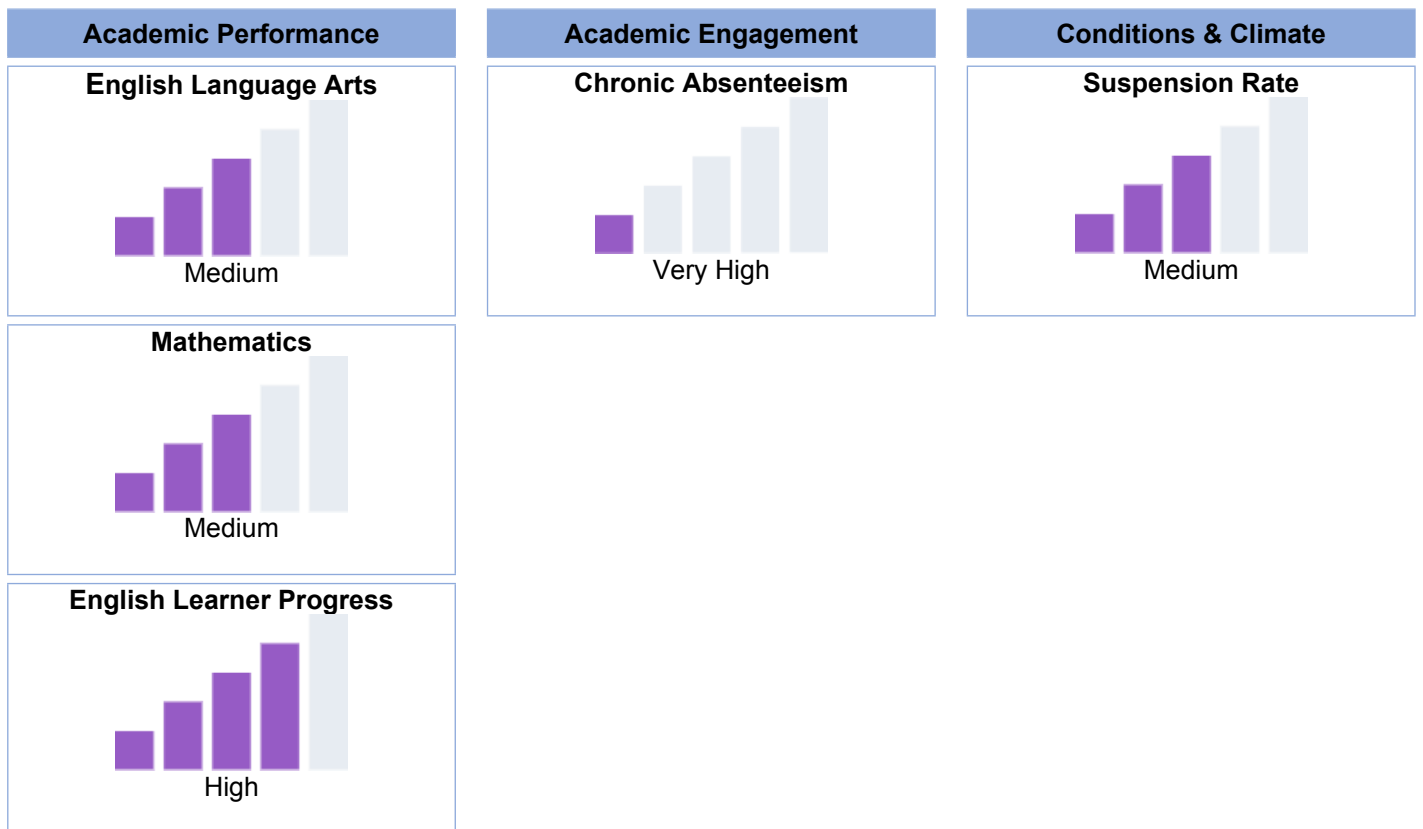
## Overall Performance

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



#### Conclusions based on this data:

1. Our academic performance remains steady, with a slight decline in the percent that "Met or Exceeded" standard.
2. Longitudinal performance shows growth as we compare "like" groups of students over time.
3. Suspension and attendance remain similar to past two years.

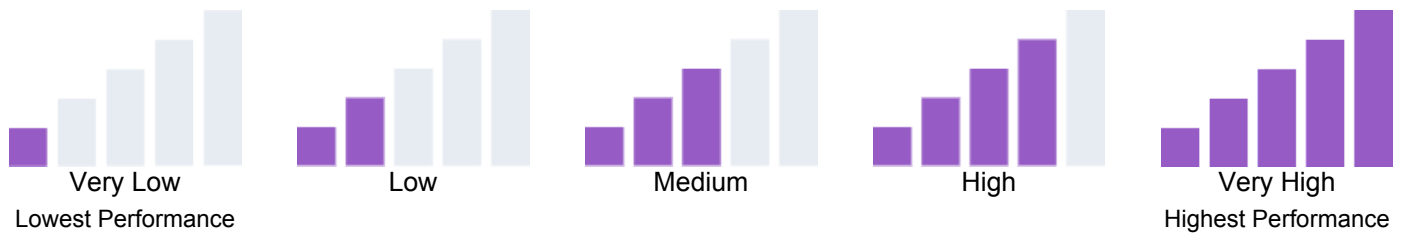


# School and Student Performance Data

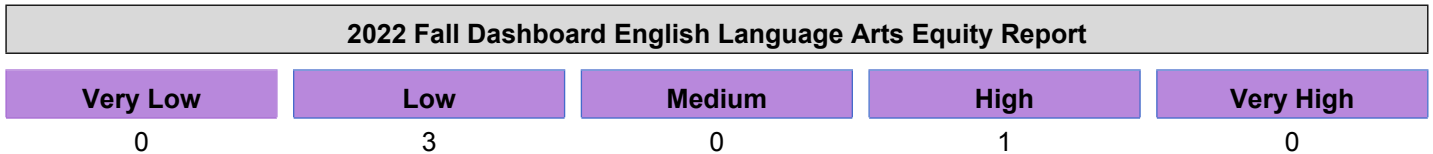
## Academic Performance English Language Arts

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](#).

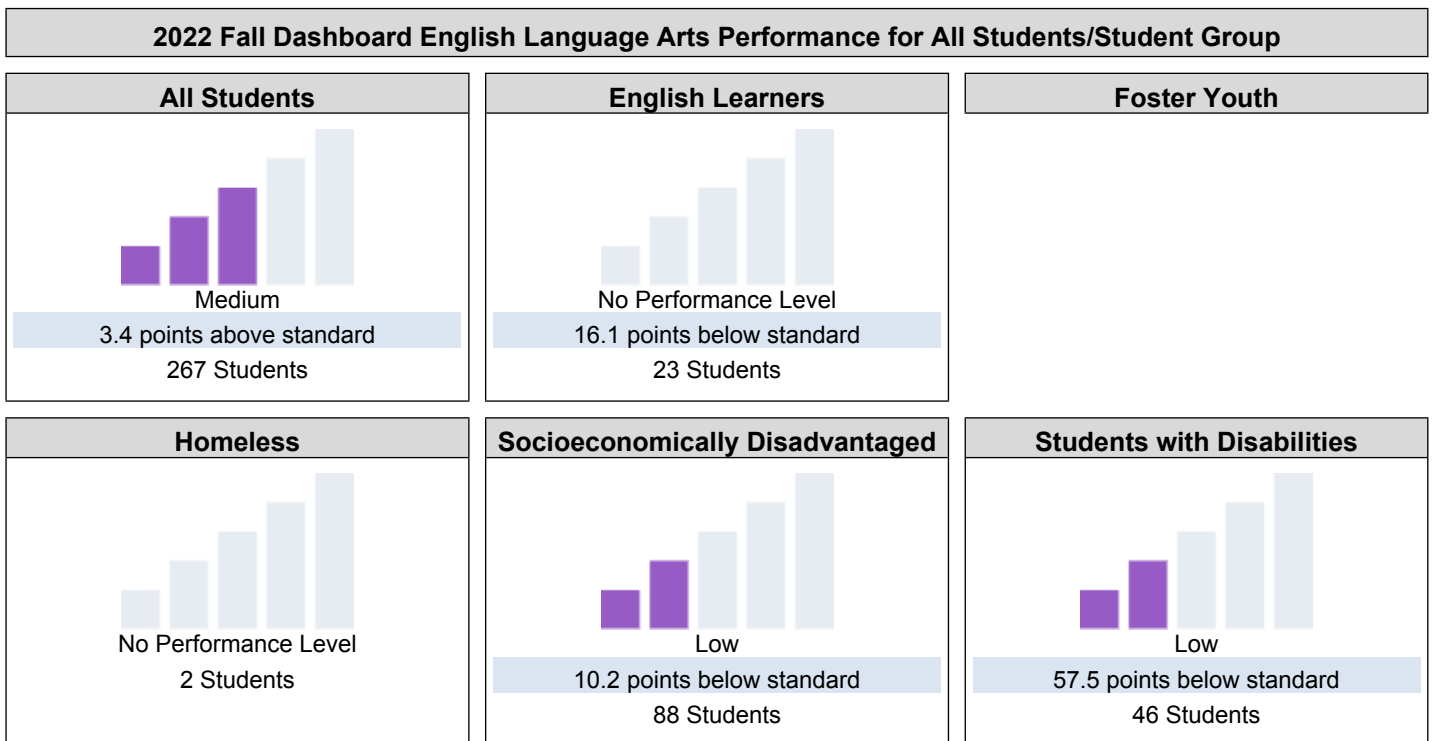
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

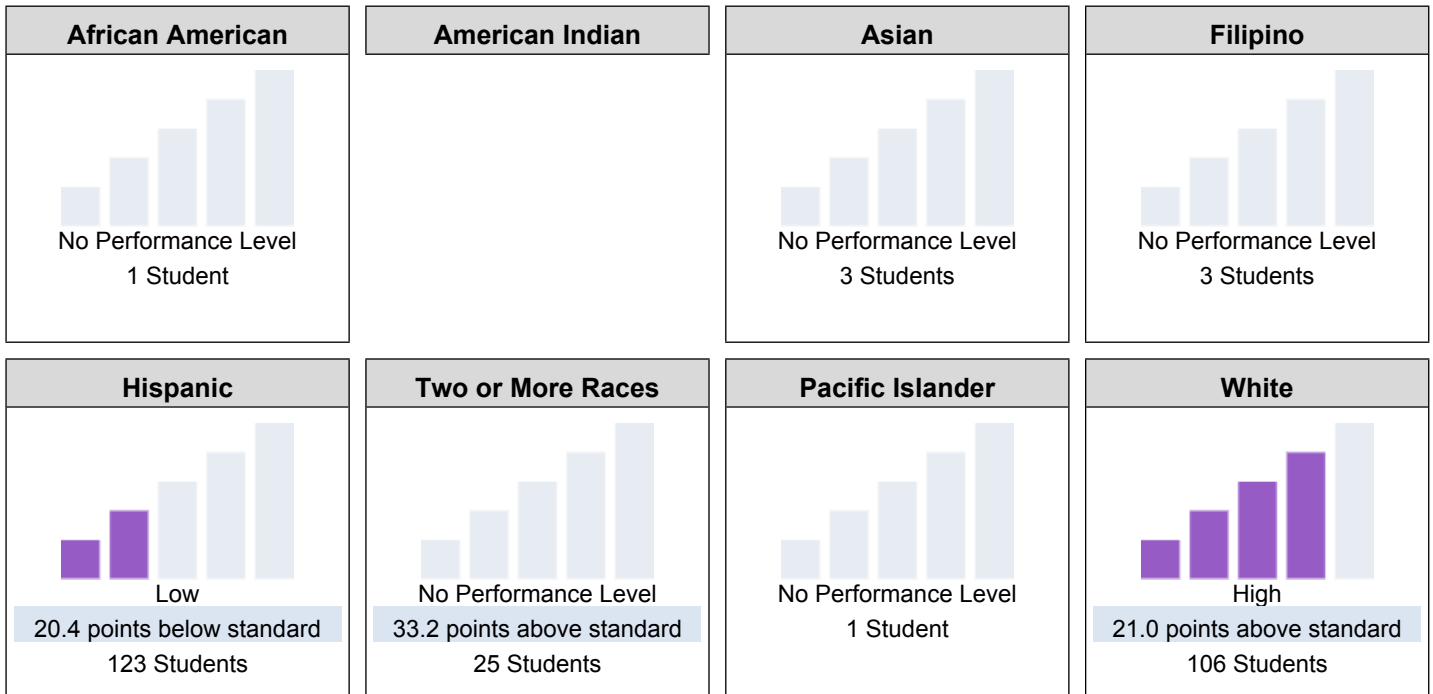


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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
<p>41.5 points below standard 14 Students</p>	<p>9 Students</p>	<p>4.8 points above standard 241 Students</p>

**Conclusions based on this data:**

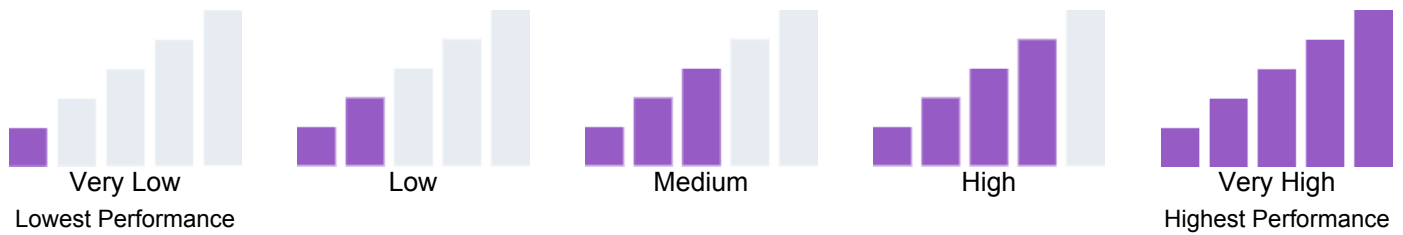
1. In the area of English Language Arts there has been steady progress over the past three years, with a gradual increase in students scoring "met" or "exceeded" standard.
2. In the area of English Language Arts, the English Learner subgroup made growth over that past three years, with the mean scaled score going from 2438 to 2497.
3. In the area of English Language Arts, most subgroups have made steady progress in "met" standard.

# School and Student Performance Data

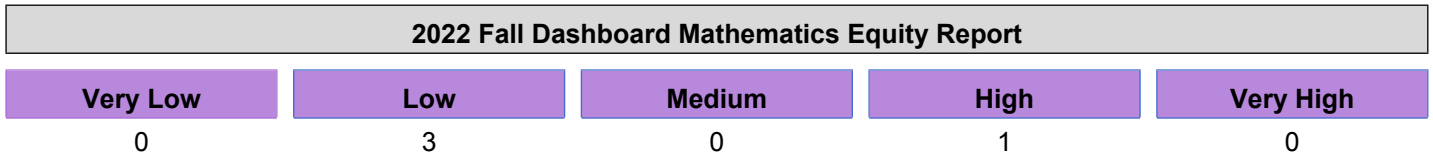
## Academic Performance Mathematics

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](#).

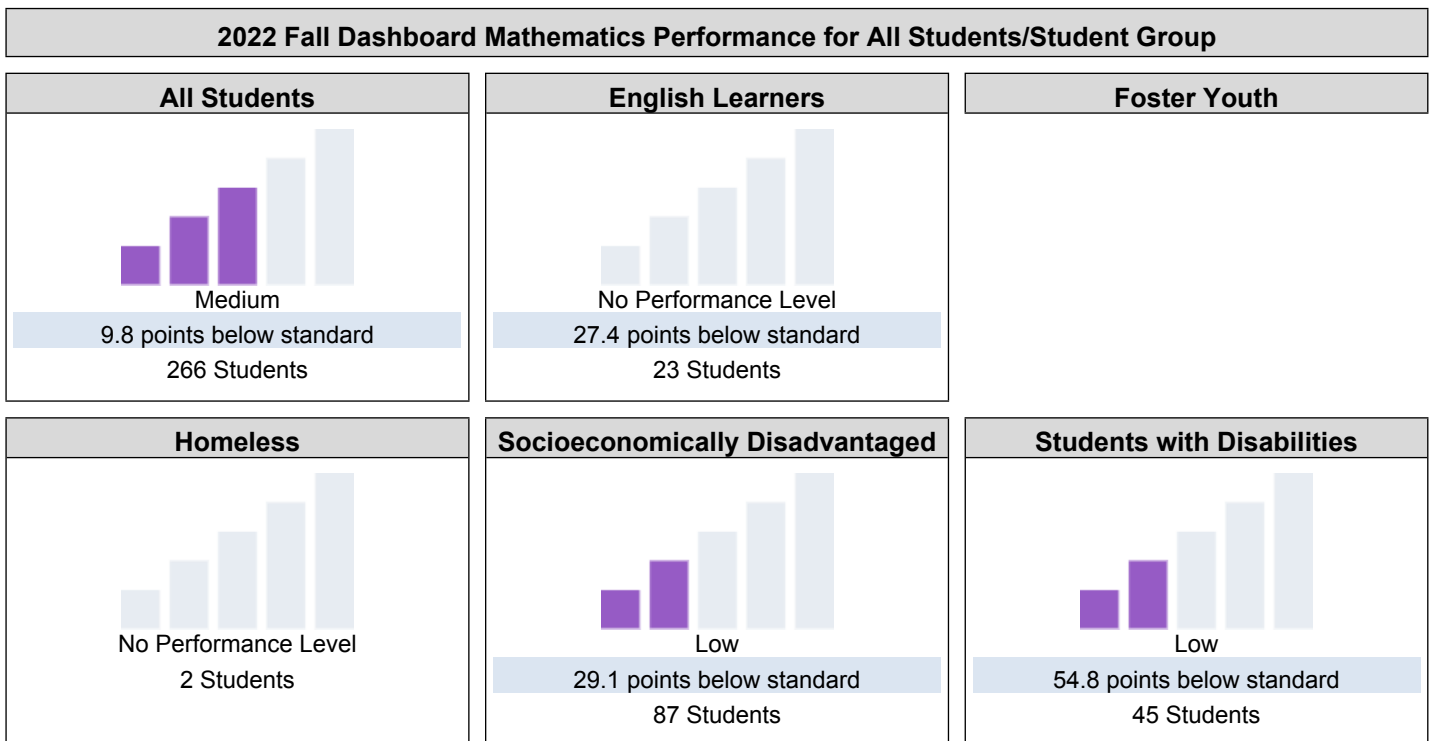
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



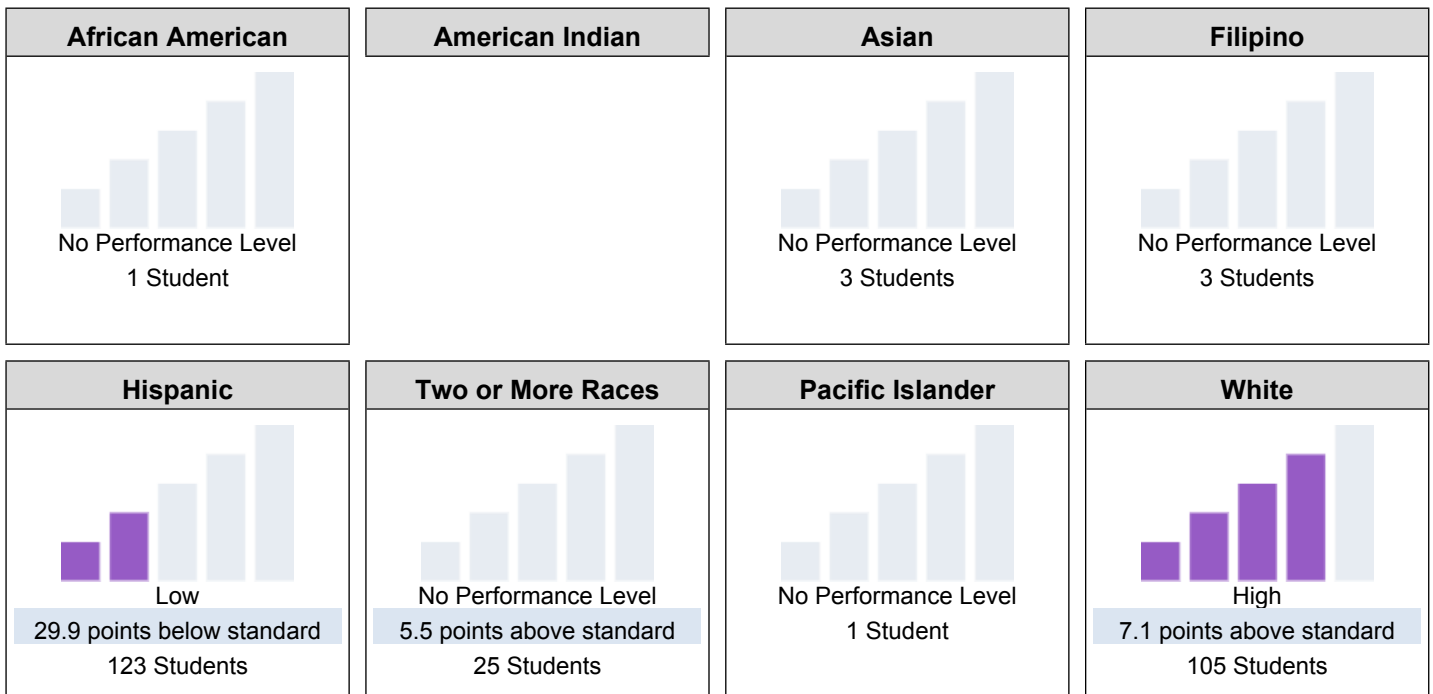
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p style="background-color: #e6f2ff;">49.7 points below standard</p> <p>14 Students</p>	<p>9 Students</p>	<p style="background-color: #e6f2ff;">9.1 points below standard</p> <p>240 Students</p>

**Conclusions based on this data:**

1. Although the mean scaled score in math has increased each year over the past three years, our percent of students achieving in the "met" or "exceeded" standard is not 5% greater than last year as we predicted.
2. Students with disabilities scored 42% "met or exceeded" standard compared to our "all students group," which scored 45% "met or exceeded" standard.
3. Students with disabilities scored 26% "met or exceeded" standard, which is an increase from the prior year.

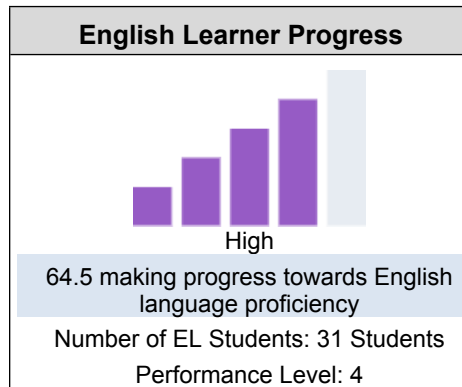
# School and Student Performance Data

## Academic Performance English Learner Progress

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



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
12.9%	22.6%	0.0%	64.5%

#### Conclusions based on this data:

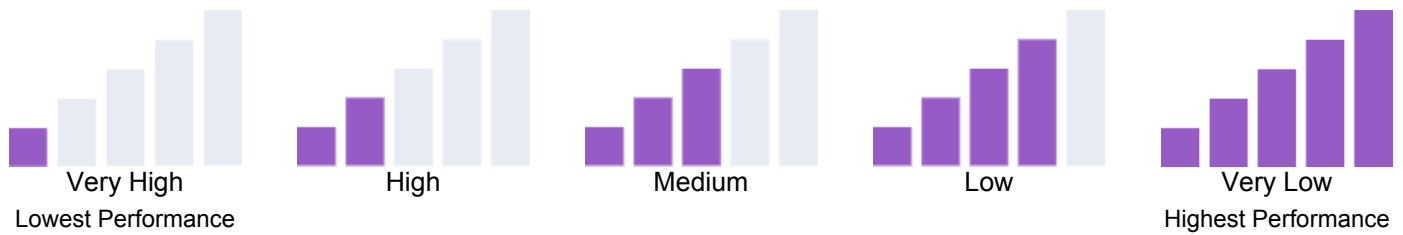
1. A majority of English Learners (79.2%) scored in Level 4 (Well Developed) and Level 3 (Moderately Developed).
2. A small percentage of English Learners (4.2%) scored in Level 1 (Beginning Stage).

# School and Student Performance Data

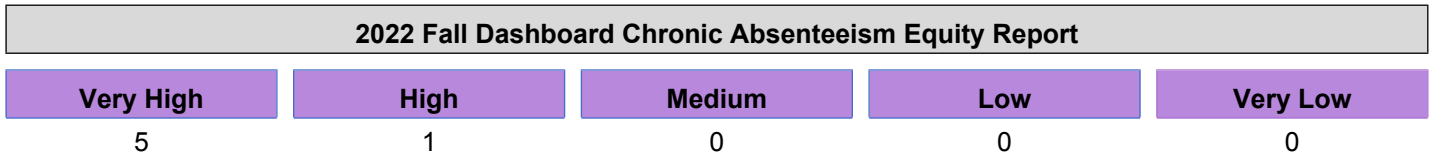
## Academic Engagement Chronic Absenteeism

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](#).

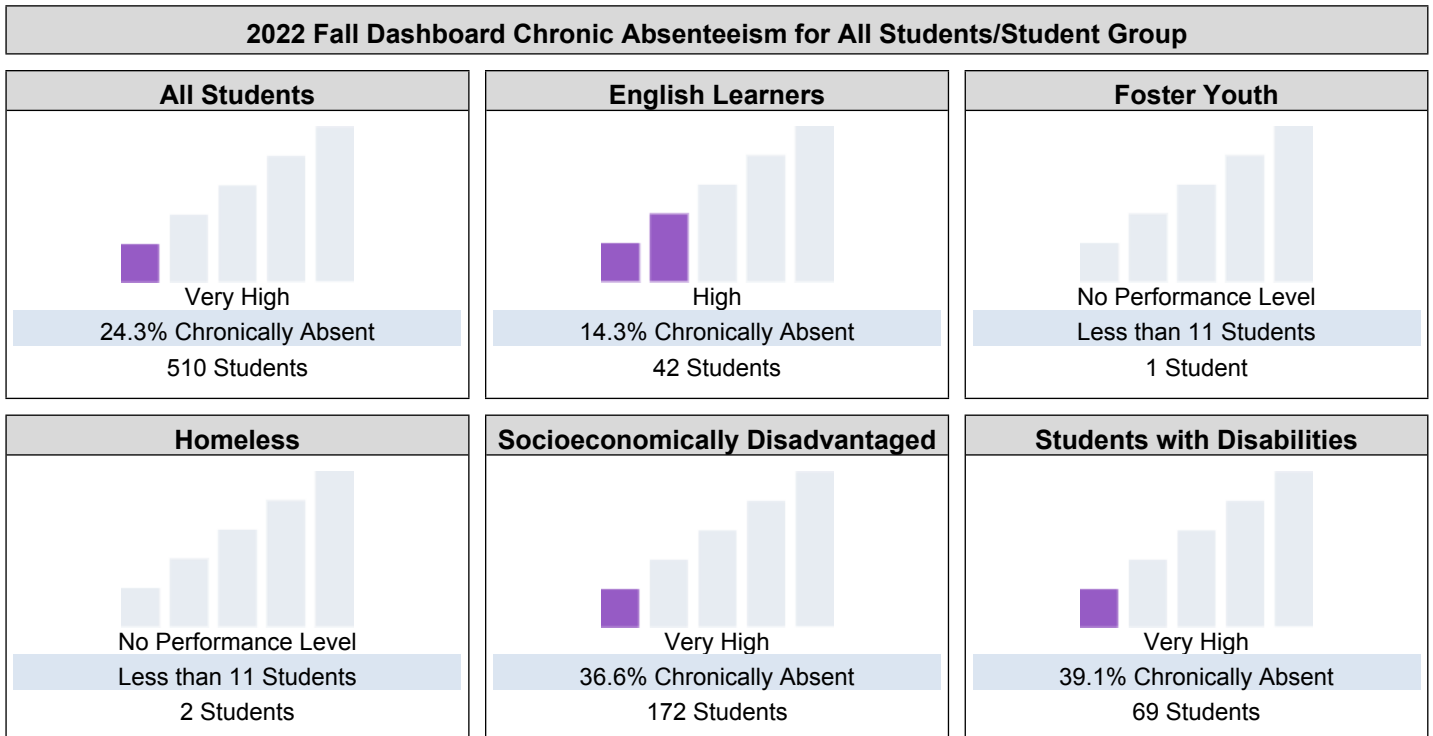
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



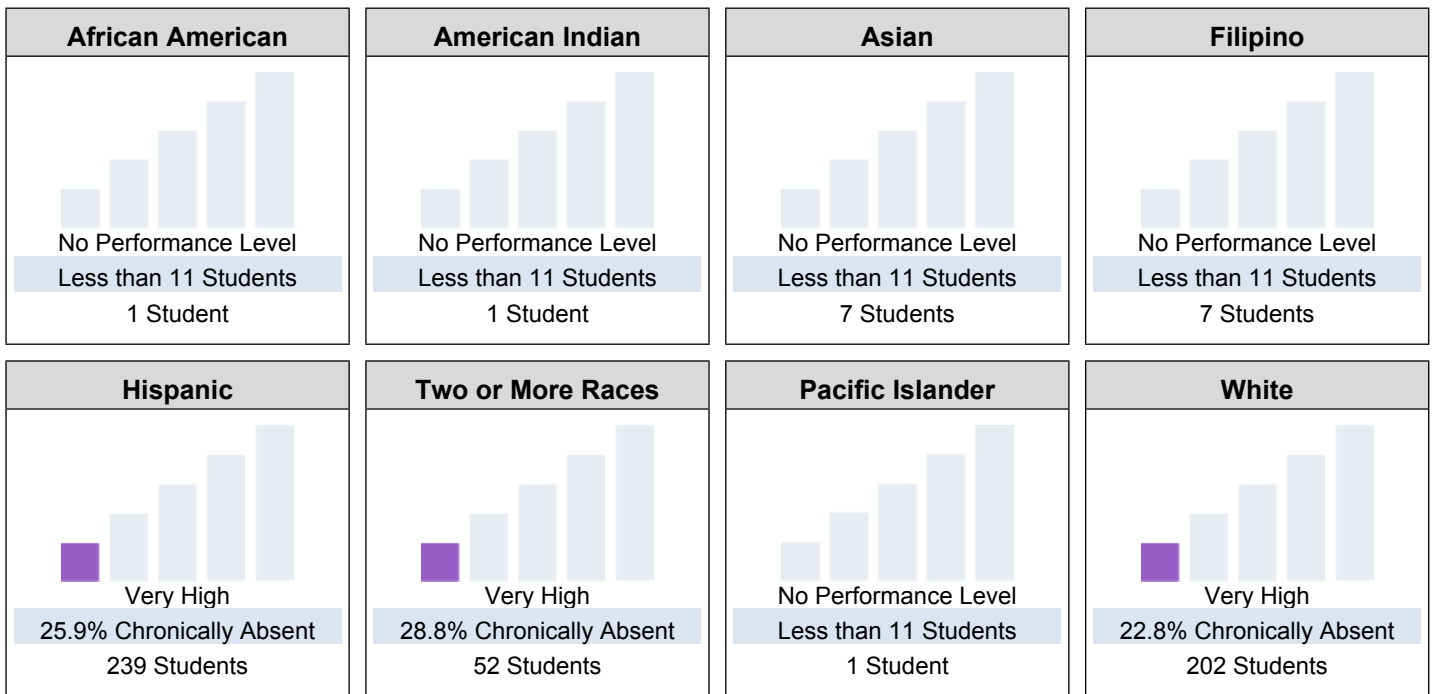
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

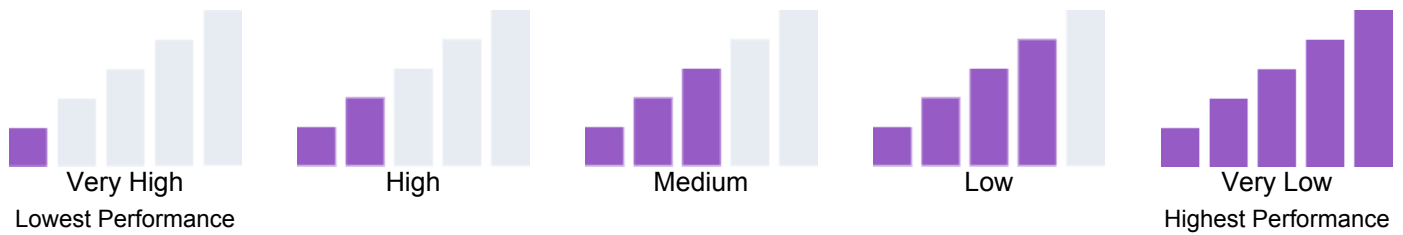
1. We have made progress in reducing the number of students with chronic absenteeism in the "all students" group.
2. We have seen a reduction in chronic absenteeism for the socioeconomically disadvantaged subgroup.
3. We have had a reduction (improvement) in chronic absenteeism for students with disabilities.

# School and Student Performance Data

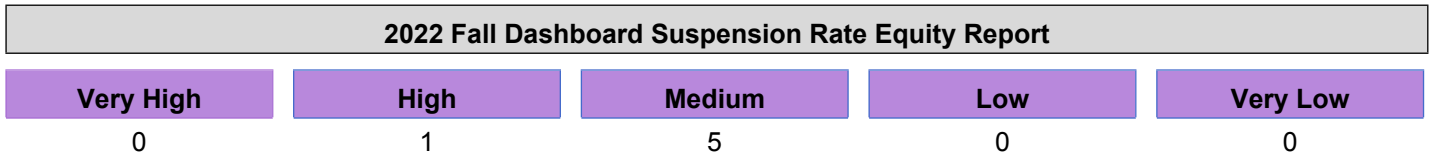
## Conditions & Climate Suspension Rate

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](#).

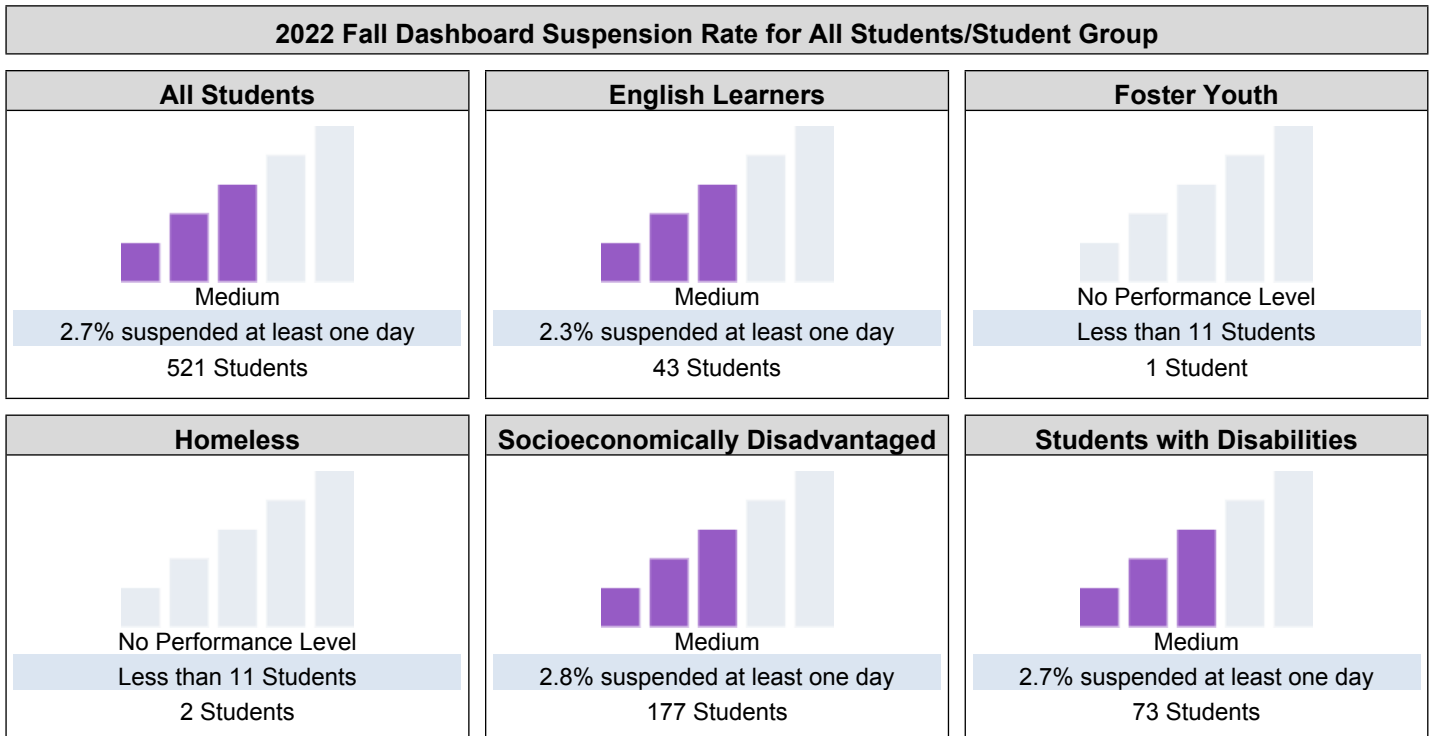
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



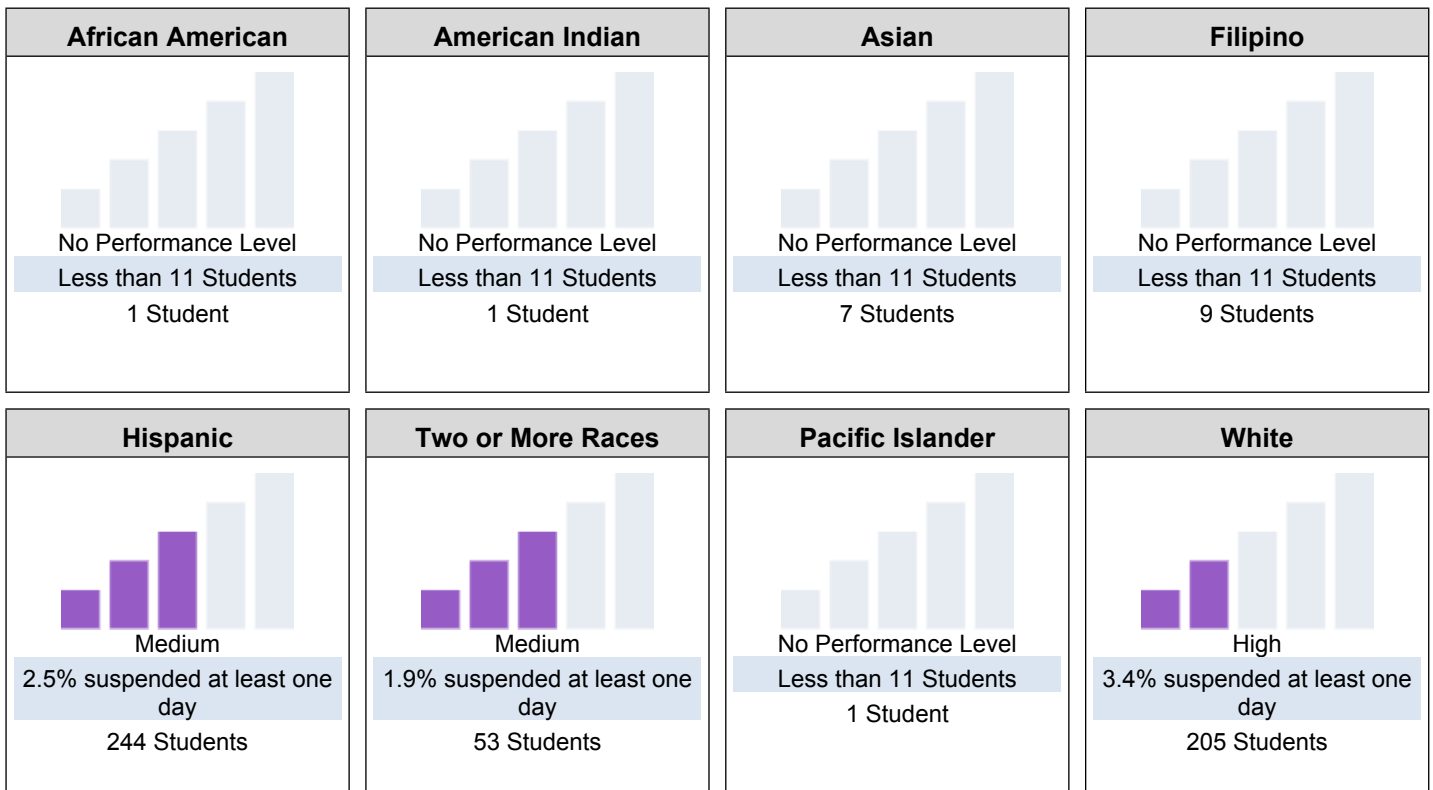
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

1. Students with disabilities were suspended at a higher rate than other subgroups.
2. There was a slight increase in suspension rates.



# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 1

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 90%	Percentage of students in Kindergarten proficient in "counting on from a given number" using ESGI data increased to 92%.
Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2023 NWEA data.	Grades 1-2: The percentage of students meeting or exceeding mastery (RIT chart Level 3 or 4) will increase by 5% as measured by Spring 2023 NWEA Math Assessment.  NWEA Math Assessment Goal for Spring 2023: 72% for all 1st & 2nd	Grades 1-2: The percentage of students meeting or exceeding mastery (RIT chart Level 3 or 4) did not increase or decrease as measured by Spring 2023 NWEA Math Assessment.  67% for all 1st & 2nd
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics Assessment.	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment. 50% All Students 36% SpEd 24% English Learners 45% Low SES	Grades 3-6: Percentage of students meeting or exceeding standard increased by 8% as measured by 2023 CAASPP Mathematics Summative Assessment. 53% All Students 22% SpEd 16% English Learners 31% Low SES

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1)  In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5	Pine Grove teachers are focused on improving mathematics Tier 1 instruction for all students. Professional development and PLC meetings included discussions about math instruction and student engagement strategies. Michele	TOSA 1000-1999: Certificated Personnel Salaries District Funded 0  Math Bowl team supplies. Math incentives 4000-4999: Books And Supplies	TOSA 1000-1999: Certificated Personnel Salaries District Funded 0  Math Bowl team supplies. Math incentives 4000-4999: Books And Supplies

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>and College Preparatory Mathematics (CPM) in grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p> <p>The strategy of Number Talks will be utilized to strengthen student understanding of number relationships and develop computational reasoning. This approach develops students' flexibility with numbers through the use of number relationships and the structure of numbers, and allows them to use mathematics that is meaningful to them.</p> <p>Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower</p>	<p>Douglass (grades K-5) and Elizabeth Hammonds (grade 6), provided trainings and coaching for 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). 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.</p> <p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K-5, CPM in grades 6). Zearn has been utilized as supplemental curriculum in order to differentiate for students who need intervention or enrichment.</p> <p>TOSAs continued to support classroom teachers with implementation of the math curriculum. TOSAs offered some afterschool professional development sessions on Zearn.</p> <p>The district's Campus Connection Childcare Program capitalized on</p>	<p>Parent-Teacher Association (PTA) 200</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Parent-Teacher Association (PTA) 200</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class. 2000-2999: Classified Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>adult-student ratio during Core Math Instructional time.</p> <p>The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and socioeconomically disadvantaged students.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>Develop a school-wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl.</p> <p>Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2022-23 school year is the mastery of "hinge standards" at each grade level. These hinge standards are the must-know skills as defined by consultants Michele Douglass.</p>	<p>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.</p> <p>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. Pine Grove's team came away with fourth place overall.</p>		
<p>B. Progress Monitoring</p>	<p>NWEA results in mathematics were regularly reviewed in</p>	<p>Specials Teachers to provide time for PLC meetings 1000-1999:</p>	<p>Specials Teachers to provide time for PLC meetings 1000-1999:</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction.</p>	<p>teacher PLC meetings, and teachers utilized the data to make decisions on next steps for targeted instruction, intervention, and enrichment.</p>	<p>Certificated Personnel Salaries District Funded 0</p>	<p>Certificated Personnel Salaries District Funded 0</p>
<p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.</p>	<p>The Executive Director of Curriculum and Instruction and math TOSAs 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.</p>	<p>Substitute teachers for SST meetings. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 560</p>	<p>Substitute teachers for SST meetings. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 560</p>
<p>Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>	<p>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.</p>		
<p>In math, PLC teams will monitor student progress on mastery of the hinge standards by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-6) and IXL (grades 6) to bolster students' skills in math. Edgenuity Pathblazer will be used to provide personalized, targeted instruction. Generation Genius will be piloted to add an extensive library of highly-engaging instructional videos.</p> <p>Provide supplemental materials to support math intervention for at-risk students. Students will engage with models and manipulatives to build conceptual understanding of mathematics. Teacher will provide student feedback throughout the learning process.</p> <p>Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom</p>	<p>Zearn, Pathblazer, Generation Genius and Khan Academy have continued to be teachers' primary means of differentiating instruction in math. Zearn and Pathblazer are research-based program that are available for teachers and students in grades K-6. These programs provide teachers guided activities students can do independently.</p> <p>Teachers utilized student data analysis to determine which students benefitted from further review at Student Success Team meetings.</p>	<p>Online math programs for Math Intervention and Support 4000-4999: Books And Supplies District Funded 0</p> <p>Materials and online math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 800</p>	<p>Online math programs for Math Intervention and Support 4000-4999: Books And Supplies District Funded 0</p> <p>Materials and online math programs for Math Intervention and Support 4000-4999: Books And Supplies LCFF - Supplemental 575</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>teachers and online programs. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</p> <p>Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.</p>			

## Analysis

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

All 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 showed a substantial growth (+8%) for "all students" in math achievement (grades 3-6). Subgroups of students in grades 3-6 are still performing at lower levels than they were before the pandemic. Math achievement in grades 1-2 remained at the same level from the previous school year. 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.

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.

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 2

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Acadience Reading Grade K: % of students scoring "At or Above Benchmark" on Composite Score	The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score will increase by 19%.  Goal for 2023: 80% "At or Above Benchmark" benchmark	The percentage of Kindergarten students in Spring 2023 scoring "At or Above Benchmark" on Acadience Composite Score decreased by 27%.  34% of "At or Above Benchmark" on the Acadience Composite End of Year Score
NWEA-MAP Grades 1-2: % students demonstrating or exceeding mastery (RIT chart Level 3 or 4)	The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) will increase by 5% as measured by NWEA Reading Assessment.  Goal for Spring 2023: 59% for all 1st & 2nd	The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) decreased by 14% as measured by NWEA Reading Assessment.  40% for all 1st & 2nd
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP English Language Arts Assessment.	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. 56% All Students 38% SpEd 36% English Learners 45% Low SES	Grades 3-6: Percentage of students meeting or exceeding standard decreased by 3% as measured by 2023 CAASPP Reading Summative Assessment. 48% All Students 13% SpEd 5% English Learners 15% Low SES

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Initial Classroom Instruction (Tier 1)  In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill	Pine Grove teachers are focused on improving reading and writing Tier 1 instruction for all students. Several professional development and PLC meetings were dedicated to review this initial ELA instruction and student engagement strategies.	TOSA salaries and benefits 1000-1999: Certificated Personnel Salaries District Funded 0  Implementation of full-day kindergarten including Instructional	TOSA salaries and benefits 1000-1999: Certificated Personnel Salaries District Funded 0  Implementation of full-day kindergarten including Instructional

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Provide extended instructional time for kindergarten students by implementing a full-day kindergarten program. Full day kindergarten classes will be staffed with an Instructional Assistant for the morning portion of the day to lower adult-student ratio during core E/LA Instructional time.</p> <p>The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p> <p>Heggerty phonemic awareness curriculum and strategies will be woven into instruction. As</p>	<p>Teachers continued their use of district-adopted textbook programs in English/language arts (Wonders for grades K-5, Collections for grades 6). TOSAs focused on supporting teachers with utilization of essential components of adopted texts and with pacing.</p> <p>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.</p> <p>English Language Development (ELD) for English Learners took place in two ways. Teachers delivered designated ELD lesson using the ELD component of their E/LA texts and also assigned activities in Imagine Learning, an evidence-based online ELD curriculum. Teachers also delivered integrated ELD that made academic content in core subject areas more accessible to English Learners.</p> <p>Teachers were offered after school training sessions on ELA Tier 1 instruction, ELA intervention, and English Language Development</p>	<p>Assistants for each kindergarten class. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>Assistants for each kindergarten class. 2000-2999: Classified Personnel Salaries District Funded 0</p>



<b>Planned Strategy/Activity</b>	<b>Actual Strategy/Activity</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students' understanding of sounds, and that knowledge directly impacts their spelling and writing.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.</p> <p>Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment, NWEA and Acadience data to inform instruction and drive conversations centered around student learning and instructional strategies.</p>	<p>(ELD). These professional learning opportunities included sessions on planning and pacing the ELA curriculum and standards, providing reading intervention, and analyzing student writing.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2022-23 school year is the mastery of academic vocabulary. Vocabulary skills are foundational requirements for students to reach high academic achievement. A strong vocabulary allows students to accurately express themselves and better understand concepts across all subject matters.</p>			
<p><b>B. Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.</p> <p>In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments</p>	<p>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.</p> <p>Results of NWEA reading testing and Acadience Reading assessments are regularly reviewed in teacher PLC meetings. NWEA results inform "focus folders" for progress monitoring and 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.</p>	<p>STAR Reading Assessment (Renaissance Learning) 4000-4999: Books And Supplies LCFF - Supplemental 1700</p> <p>Progress Monitoring Materials None Specified District Funded 0</p> <p>Specials Teachers to provide PLC meeting time 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>STAR Reading Assessment (Renaissance Learning) 4000-4999: Books And Supplies LCFF - Supplemental 628</p> <p>Progress Monitoring Materials None Specified District Funded 0</p> <p>Specials Teachers to provide PLC meeting time 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>and a district writing performance assessment.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.</p> <p>Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>	<p>Teachers utilized student data analysis to determine which students benefitted from further review at Student Success Team meetings.</p>		
<p>Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2)</p> <p>Intervention classes will be offered (30-minute</p>	<p>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.</p> <p>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.</p> <p>Students who do not attend SIPPS classes receive intervention/enrichment in the classroom during this time ("Target Time").</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 33,675</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 49,225</p>
<p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 537</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers and online programs. Edgenuity Pathblazer will be used to provide personalized, targeted instruction. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</p>			

## 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. English Language Arts and Reading proficiency continues to remain a focus area of improvement.

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

Certificated hourly salaries combined were \$15,000 over the proposed expenditure due the increased number of hours and days worked throughout the school year.

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

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. Teachers will share students across classrooms as a strategy to focus Target Time lessons on what groups of students need. Incentive programs to encourage students' independent reading will be implemented.

# 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	Increase attendance rate to 96% for "All" students.	In 2022-2023, 94% average daily attendance rate for "All" students. (Goal not met)
Chronic Absenteeism Rate	<p>Decrease Chronic Absenteeism by 5% for "All" students and each subgroup.</p> <p>Goals for 2022-2023 Chronic Absenteeism Rate:            19.00% "All" Students            28.54% Low Income            61.67% Homeless            0.00% Foster Youth            2.89% English Learner            5.00% Special Education</p>	<p>2022-2023 Chronic Absenteeism Rate:</p> <p>17% "All" Students (Goal met)            40% Low Income (Goal not met)            38% Homeless (Goal met)            100% Foster Youth (Goal not met)            14% English Learner (Goal not met)            39% Special Education (Goal not met)</p>

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Communication with Students and Families</p> <p>Continue communication with students and parents/guardians on the importance of school attendance.</p> <p>Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p> <p>Implement a positive school attendance program including student and parent education on</p>	<p>At Pine Grove, 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 having students work on short-term independent study assignments.</p>	<p>Attendance Incentives            4000-4999: Books And Supplies LCFF - Supplemental 200</p>	<p>Attendance Incentives            4000-4999: Books And Supplies LCFF - Supplemental</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.</p>			
<p><b>B. School Programming</b></p> <p>Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.</p> <p>As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p> <p>Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.</p> <p>Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>	<p>Our office assistant regularly reviewed attendance data and sent out notifications and truancy letters as appropriate. Referrals are made to the local School Attendance Review Board (SARB) when needed.</p> <p>COVID absences did continue during the school year, and this caused a number of students to miss school for extended time periods.</p>	<p>School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>

## Analysis

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

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. Pine Grove will continue to provide perfect attendance awards each school trimester, and plans to expand the recognition to include a monthly recognition.

# 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	<p>Increase the average percentage of students (82%) who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who *really care about them" *notice when they are not there" *listen to them when they have something to say" *are there for them when they have a problem or concern" *believe they will be a success"</p> <p>Increase the average percentage of parents (87%) who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school... "school staff communicate with parents about what is happening at the school" "teachers communicate with parents about what students are expected to learn" "parents feel welcome to be involved in the school" "there is someone at school to talk to about a problem or concern" "school staff take parent concerns seriously"</p>	<p>In October 2023, an average of 80% of students indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: (Goal not met) Questions: There are adults at school who *really care about them" *notice when they are not there" *listen to them when they have something to say" *are there for them when they have a problem or concern" *believe they will be a success"</p> <p>In October 2023, an average of 84% of parents indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: (Goal not met) Questions: At my child's school... "school staff communicate with parents about what is happening at the school" "teachers communicate with parents about what students are expected to learn" "parents feel welcome to be involved in the school" "there is someone at school to talk to about a problem or concern" "school staff take parent concerns seriously"</p>



## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year. The 2x10 Relationship Building strategy will continue. Originally coined the "two-minute intervention" by researcher Raymond Wlodkowski and popularized in Allen Mendler's Connecting with Students, this Tier 2 intervention helps build teacher/staff-student relationships, reinforce positive behaviors, and convey genuine support/care.</p> <p>Provide services such as childcare and alternate meeting location (including virtual options) when needed.</p> <p>Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.</p> <p>Regular lessons in social/emotional learning will be planned. District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)</p> <p>Teachers will plan and facilitate connecting</p>	<p>At the beginning and the end of the school year, special greetings for students and families were displayed on the lawn outside of the school's office. Many took advantage of the photo opportunity.</p> <p>As possible, the district and school continued to plan special activities and learning experiences that provide motivation and socialization for students. Examples include classroom themed transformation days, spirit days, Red Ribbon Week rally, reading buddies, STEAM Family Nights, the fourth-grade swim program at the Santa Maria Valley YMCA, Outdoor School for sixth graders, academic competitions such as the Battle of the Books and North County Math Super Bowl, PTA sponsored field trips, track and field sports, robotics teams, and band.</p> <p>Families have responded to opportunities to be on campus and engage with the school. 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 (Costume Bingo, Carnival, Trivia Nights, Movie Nights).</p>	<p>Bilingual Community Liaison provides translation for meetings</p> <p>Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>	<p>Bilingual Community Liaison provides translation for meetings</p> <p>Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social Emotional Curriculum 4000-4999: Books And Supplies District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>activities to build classroom community.</p>	<p>The district hired additional community liaisons to provide an added level of service to Spanish speaking families. Liaisons increases their visibility and availability on school campuses.</p> <p>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 to train others in the curriculum.</p>		
<p><b>B. Support for Families</b></p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, digital marquee sign, and online (website and social media) posts.</p> <p>The school will partner with PTA to engage students, families, and community members.</p> <p>The school and district will provide a range of parent education offerings.</p>	<p>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.</p> <p>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</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p> <p>Materials for two Family STEM Nights (fall and spring) 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p> <p>Materials for two Family STEM Nights (fall and spring) 4000-4999: Books And Supplies LCFF - Supplemental 325</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>easily accessible. The district has diligently publicized community parent education workshops and classes. The Youth Well 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.</p> <p>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.</p>		

## 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 greatly 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 hosted at Ralph Dunlap in the spring of 2023. During the 2023-2024 school year, Pine Grove Elementary will increase parent engagement by offering expanded opportunities for volunteering in classrooms, on field trips, with PTA events, and during a variety of hands-on activities around the school campus..

# 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 of students.	2022-2023 Suspension Rate: 1.35% of All Students (Goal met) 10% Low Income (Goal not met) 12.5% Homeless (Goal not met) 33.3% Foster Youth (Goal not met) 0.0% English Learner (Goal met) 5.4% Special Education

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture</p> <p>At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The 2x10 Relationship Building strategy will continue to be implemented. Originally coined the "two-minute intervention" by researcher Raymond Wlodkowski and popularized in Allen Mendler's Connecting with Students, this Tier 2 intervention helps build teacher/staff-student relationships, reinforce positive behaviors, and convey genuine support/care.</p> <p>The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in</p>	<p>At Pine Grove, the PBIS system is focused on four main traits (STAR):</p> <ul style="list-style-type: none"> <li>• Safe Everywhere</li> <li>• Take Responsibility</li> <li>• Always Kind</li> <li>• Respect Everyone</li> </ul> <p>The school revisited its PBIS behavior system. The principal and staff reviewed the matrix of behavioral expectations with students throughout a week of touring the campus. STAR behaviors were highlighted at each location.</p> <p>The school also reinstated its process for awarding STAR Bucks to students as incentives/rewards for positive behavior. The STAR Bucks are entered</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 4000</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 750</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 4700</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 1,091</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>2022-23. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The school will continue to utilize STAR Buck drawings to encourage students to meet the expectations. The school will track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>Restorative discipline practices will be implemented. Restorative methods promote inclusiveness, relationship-building and problem-solving. Progressive discipline will be expanded.</p> <p>The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include school assemblies, Student Council, Reading Buddies, Makerspace, Yearbook Club, Battle of the Books, Robotics teams, Track, and Math Super Bowl team.</p>	<p>into a weekly drawing or saved to "purchase" a more valuable prize. The principal and office staff tracked Office Discipline Referrals on Educlimber to see trends.</p> <p>Making connections with students continued to be a priority and strategic effort. Many teachers facilitated daily class meetings where students shared their opinions on topics. Restorative discipline practices deepened relationship building with peers and adults.</p> <p>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, robotics, and track. 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.</p>		
<p><b>B. Social/Emotional Learning and Support</b></p> <p>Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning</p>	<p>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</p>	<p>Social Emotional Curriculum 4000-4999: Books And Supplies District Funded 0</p> <p>School Site Counselor 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>Social Emotional Curriculum 4000-4999: Books And Supplies District Funded 0</p> <p>School Site Counselor 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>was piloted during the Summer program)</p> <p>Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.</p> <p>Check-in/Check-out (CICO) will be implemented as a Tier 2/3 intervention. CICO is an opportunity for a student and a mentor to work together to improve behavior. The goal of this strategy is to prevent future problem behavior by checking in with students daily to share clear expectations, feedback, and support.</p>	<p>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.</p> <p>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.</p> <p>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 (CBAs) and six instructional assistants trained as Registered Behavior Technicians (RBTs). Check-in/Check-out (CICO) was successfully implemented on an as needed basis.</p>		

## 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.

PBIS supplies exceeded the estimated costs despite receiving donations of prizes for weekly drawings. The cost of printing the STAR Bucks has increased.

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: Mathematics

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Kindergarten: Percentage of students meeting proficiency on the Universal Screener for Number Sense.	Percentage of students in Kindergarten at proficient on the Universal Screener for Number Sense. Fall 2023: 60% proficient	Percentage of students in Kindergarten at proficient on the Universal Screener for Number Sense. Spring 2024, 70% proficient
Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2024 NWEA data.	The percentage of students in grades 1-2 meeting or exceeding mastery (RIT chart Level 3 or 4) as measured by NWEA Mathematics Assessment. Spring 2023: 67% for all 1st & 2nd	Grades 1-2: The percentage of students meeting or exceeding mastery (RIT chart Level 3 or 4) will increase by 5% as measured by Spring 2024 NWEA Math Assessment. NWEA Math Assessment Goal for Spring 2024: 72% for all 1st & 2nd
Grades 3-6: Percentage of students meeting or exceeding standard on 2024 CAASPP Mathematics Summative Assessment.	Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics Summative Assessment. 53% All Students 22% Special Education 16% English Learners 31% Low SES	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP Mathematics Summative Assessment. 58% All Students 27% Special Education 21% English Learners 36% Low SES

### Planned Strategies/Activities

## Strategy/Activity 1

### A. Initial Classroom Instruction (Tier 1)

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

Foster a positive and supportive math culture throughout the school. The strategy of Number Talks will be utilized to strengthen student understanding of number relationships and develop computational reasoning. This approach develops students' flexibility with numbers through the use of number relationships and the structure of numbers, and allows them to use mathematics that is meaningful to them.

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

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and socioeconomically disadvantaged students.

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

Tailor instruction to meet the individual needs of students in intervention and enrichment groups. Use a variety of instructional strategies, manipulatives, and visual aids to engage students and enhance understanding. Provide additional support or scaffolding as needed to help students grasp challenging concepts.

Established focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2023-24 school year is the mastery of "hinge standards" at each grade level. These hinge standards are the must-know skills as defined by consultants Michele Douglass and Elizabeth Hammond.

Host a Family Mathematics Night for Pine Grove students and families. Information will be provided on how to support math learning at home.

### Students to be Served by this Strategy/Activity

All Students, Students with Disabilities, English Learners

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

District Funded

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA
<b>Amount</b>	1795
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Generation Genius subscriptions for Math & Science
<b>Amount</b>	200
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math Bowl team supplies. Math incentives
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class.

## Strategy/Activity 2

### B. Progress Monitoring

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

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

Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

In math, PLC teams will monitor student progress on mastery of the hinge standards by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Specials Teachers to provide time for PLC meetings
Amount	600
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers for SST meetings.

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-6) and IXL (grades 6) to bolster students' skills in math. Edmentum will be used to provide personalized, targeted instruction. Generation Genius will be purchased to add an extensive library of highly-engaging instructional videos.

Provide supplemental materials to support math intervention for at-risk students. Students will engage with models and manipulatives to build conceptual understanding of mathematics. Teacher will provide student feedback throughout the learning process.

Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers and online programs. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

Provide opportunities for students to engage in hands-on activities, games, or online resources that reinforce math skills. Purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

Amount	0
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<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Online math programs for Math Intervention and Support
<b>Amount</b>	600
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and online math programs for Math Intervention and Support

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Proficiency in English/Language Arts

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth, and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction and intervention, particularly for at-risk youth, and English Language Development (ELD) instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Acadience Reading Grade K: % of students scoring "At or Above Benchmark" on Composite Score	The percentage of Kindergarten students in Spring 2023 scoring "At or Above Benchmark" on Acadience Composite Score. 2023: 34%	The percentage of Kindergarten students scoring "At or Above Benchmark" on the Acadience Composite Score will increase by 16%. Goal for Spring 2024: 50% "At or Above Benchmark"
NWEA-MAP Grades 1-2: % students demonstrating or exceeding mastery (RIT chart Level 3 or 4)	The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) as measured by 2023 NWEA Reading Assessment. 40% for all 1st & 2nd	The percentage of students demonstrating or exceeding mastery (RIT chart Level 3 or 4) will increase by 5% as measured by NWEA Reading Assessment. Goal for Spring 2024: 45% for all 1st & 2nd
Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP English Language Arts Assessment.	Grades 3-6: Percentage of students meeting or exceeding standard on 2023 CAASPP English Language Arts Summative Assessment. 48% All Students 13% Special Education 5% English Learners 15% Low SES	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP English Language Arts Summative Assessment. 53% All Students 18% Special Education 10% English Learners 20% Low SES

# Planned Strategies/Activities

## Strategy/Activity 1

### A. Initial Classroom Instruction (Tier 1)

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

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

The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.

Heggerty phonemic awareness curriculum and strategies will be woven into instruction. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students' understanding of sounds, and that knowledge directly impacts their spelling and writing.

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

TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.

Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment, NWEA and Acadience data to inform instruction and drive conversations centered around student learning and instructional strategies.

Establish focus areas for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2023-24 school year. Vocabulary skills are foundational requirements for students to reach high academic achievement. A strong vocabulary allows students to accurately express themselves and better understand concepts across all subject matters. Introduce explicit reading strategies and skills instruction to improve comprehension, vocabulary, and critical thinking. Offer enrichment activities for advanced readers to foster their love for reading and challenge them further.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

Amount

0

<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA salaries and benefits
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class.
<b>Amount</b>	4776
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Renaissance Learning (Accelerated Reader and STAR subscriptions)

## Strategy/Activity 2

### B. Progress Monitoring

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

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

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

Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	800
<b>Source</b>	LCFF - Supplemental



<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Reading Intervention Materials
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Progress Monitoring Materials
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Specials Teachers to provide PLC meeting time

### Strategy/Activity 3

Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. (Tier 1 and 2)

Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers and online programs. Edgenuity Pathblazer will be used to provide personalized, targeted instruction. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principals, Teachers, TOSA, SIPPS Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	48000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Salaries and Benefits
<b>Amount</b>	331

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Books for targeted reading groups

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance Rate for all students: 2022-2023 94%	Increase attendance rate to 96% for "All" students.
Chronic Absenteeism Rate	2022-2023 Chronic Absenteeism Rate: 17% "All" Students 40% Low SES 38% Homeless 100% Foster Youth 14% English Learner 39% Special Education	Decrease Chronic Absenteeism by 5% for "All" students and decrease by 5% each subgroup.  Goals for 2023-2024 Chronic Absenteeism Rate: 12% "All" Students 35% Low SES 33% Homeless 95% Foster Youth 9% English Learner 34% Special Education

### Planned Strategies/Activities

## Strategy/Activity 1

### A. Communication with Students and Families

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

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

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers, Parents, Students, PTA

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance Incentives

## Strategy/Activity 2

### B. School Programming

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students and offer personalized support. Encourage open dialogue and involve parents in finding solutions to address their child's attendance challenges.

Foster a positive and inclusive school environment where students feel valued and supported. Implement initiatives like mentorship programs, peer support groups, or buddy systems to help students build strong relationships and feel connected to the school community.

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

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.

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

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

**Person(s) Responsible**

Principal, Office Staff, Counselor, Community Liaison, Teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount** 0

**Source** District Funded

**Budget Reference** 1000-1999: Certificated Personnel Salaries

**Description** School Based Counselor works with families and students to improve student attendance.

**Amount** 0

**Source** District Funded

**Budget Reference** 2000-2999: Classified Personnel Salaries

**Description** Bilingual Community Liaison works with families to improve student attendance.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey	<p>In 2022-2023, an average of 80% of students indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who *really care about them" *notice when they are not there" *listen to them when they have something to say" *are there for them when they have a problem or concern" *believe they will be a success"</p> <p>In 2022-2023, an average of 84% of parents indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school... "school staff communicate with parents about what is happening at the school"</p>	<p>Increase by 5% the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who *really care about them" *notice when they are not there" *listen to them when they have something to say" *are there for them when they have a problem or concern" *believe they will be a success"</p> <p>Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school... "school staff communicate with parents about what is happening at the school"</p>

Metric/Indicator	Baseline	Expected Outcome
	"teachers communicate with parents about what students are expected to learn" "parents feel welcome to be involved in the school" "there is someone at school to talk to about a problem or concern" "school staff take parent concerns seriously"	"teachers communicate with parents about what students are expected to learn" "parents feel welcome to be involved in the school" "there is someone at school to talk to about a problem or concern" "school staff take parent concerns seriously"

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2023-2024 school year. The 2x10 Relationship Building strategy will continue. Originally coined the "two-minute intervention" by researcher Raymond Wlodkowski and popularized in Allen Mendler's Connecting with Students, this Tier 2 intervention helps build teacher/staff-student relationships, reinforce positive behaviors, and convey genuine support/care.

Group and individual counseling sessions/lessons focused on developing students' Growth Mindset will be implemented in 2023-2024.

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.

Teachers will present to their classes at least one SEE Learning lesson each month.

Teachers will plan and facilitate connecting activities to build classroom community.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Community Liaison provides translation for meetings

	Provide Childcare for after school meetings
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum for monthly lessons

## Strategy/Activity 2

### B. Support for Families

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

The school will partner with PTA to engage students, families, and community members.

The school and district will provide a range of parent education offerings.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Funds for speakers and other expenses associated with the cost of parent education events

<b>Amount</b>	200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for two Family Academic Nights - STEAM in Fall and Mathematics in Spring



# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	2022-2023 Suspensions: 1.35% of All Students 10% SED 12.5% Homeless 33.3% Foster 0% English Learners 5.41% Students with Disabilities  Expulsion Rate 2022-2023: 0% of All Students	Maintain/decrease current suspension/expulsion rates for all students and each subgroup of students.

### Planned Strategies/Activities

#### Strategy/Activity 1

##### A. School Culture

At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students. The 2x10 Relationship Building strategy will continue to be implemented. Originally coined the "two-minute intervention" by researcher Raymond Wlodkowski and popularized in Allen Mendler's Connecting with Students, this Tier 2 intervention helps build teacher/staff-student relationships, reinforce positive behaviors, and convey genuine support/care.

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2023-24. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction,

school assemblies, and PBIS "Passport Days." The school will continue to utilize STAR Buck drawings to encourage students to meet the expectations. The school will track Office Discipline Referrals (ODRs) to monitor trends and needs.

Continue to implement restorative discipline practices at Pine Grove. Restorative methods promote inclusiveness, relationship-building and problem-solving. Progressive discipline will be expanded.

A team will meet weekly to implement a Behavioral MTSS (Multi-Tiered System of Supports) Plan. Offer targeted interventions for students who exhibit challenging behaviors. Establish clear and consistent behavior expectations and consequences.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include school assemblies, field trips, "Walk Through" Programs, Student Council, Reading Buddies, Makerspace, Yearbook Club, Battle of the Books, Robotics teams, Track, and Math Super Bowl team.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	13000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities
<b>Amount</b>	1200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program

### Strategy/Activity 2

#### B. Social/Emotional Learning and Support

Social/emotional learning will continue to be a priority at Pine Grove. Teachers will build a sense of community in their classrooms. At least one SEE Learning lesson will be presented monthly.

Social Emotional lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.

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

Check-in/Check-out (CICO) will be implemented as a Tier 2/3 intervention. CICO is an opportunity for a student and a mentor to work together to improve behavior. The goal of this strategy is to prevent future problem behavior by checking in with students daily to share clear expectations, feedback, and support.

Regularly review and assess the effectiveness of the strategies implemented.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Counselor, School Psychologist

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Site Counselor

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	72,002.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	38,685	-13,546.00
Donations	0	0.00
Parent-Teacher Association (PTA)	4,200	-15,571.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	52,231.00
Parent-Teacher Association (PTA)	19,771.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	48,600.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	23,402.00
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	48,600.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,631.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	19,771.00

# 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
Michelle Boyd	Principal
Rebecca Belanger	Classroom Teacher
Jeri Sharpe	Classroom Teacher
Jamie Fraser	Classroom Teacher
Susi McArthur	Other School Staff
Laci Johnson	Parent or Community Member
Maria Arias	Parent or Community Member
Kristen Mahurin	Parent or Community Member
Leah Moss	Parent or Community Member
Sarah Strommen	Parent or Community Member

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



# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 06, 2023.

Attested:



Principal, Michelle Boyd on 11/6/2023

SSC Chairperson, Sarah Strommen on 11/6/2023

# Addendum

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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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program



## School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Ralph Dunlap Elementary School
<b>Address</b>	1220 Oak Knoll Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045744
<b>Principal</b>	Jonathan Dollahite
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	November 15, 2023



**Schoolsite Council (SSC) Approval Date**

November 15, 2023

**Local Board Approval Date**

December 13, 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

## School Vision:

Ralph Dunlap School has a strong tradition of outstanding student achievement. To carry on this practice of excellence, the staff "commits" to maintain high expectations and promote academic superiority for all students through essential curriculum. We will create rich, varied experiences in curricular learning that accommodate different learning styles and abilities. We will foster a positive school climate that results from a caring community which respects and values diversity and provides a nurturing environment for positive self-esteem. This environment will be orderly, safe, inviting and stimulating for all. We will create an atmosphere where the staff learns, works and shares as a collaborative team and where the leadership is supportive, encouraging and promotes positive changes. We will build a cooperative link between home, school and community, that recognizes and embraces the unique community in which we serve.

## School Mission:

Ralph Dunlap School's mission is to have a learning community where students, staff and parents work in partnership to ensure a superior academic educational experience for students. All students will achieve their personal best in this collaborative environment that is equipped with the educational technology and resources to create life-long learners able to excel in a world of constantly changing technology, culture and social values.

Therefore, Ralph Dunlap teaching staff makes the following commitments:

1. Be professional and accountable.
2. Be consistent in implementing student expectations.
3. Protect instructional time.
4. Celebrate and educate our students and each other.
5. Be open to embrace changes and take risks.
6. Respect everyone's uniqueness and level of expertise.
7. Be an encouraging, caring and supportive staff member.
8. Be enthusiastic, positive, motivated, fun and creative.

# School Profile

Ralph Dunlap Elementary School, located in the Orcutt Union School District, is in the southern region of the Santa Maria Valley and serves students in grades TK-6 following a traditional calendar. For the 2023-2024 school year, 494 students are enrolled, which includes 11.54% in Special Education, 11.13% qualifying for English Language Learner support, and 43.12% qualifying as socioeconomically disadvantaged students. Ethnic composition is 50.0% Hispanic, 35.6% White, 0.6% American Indian/Alaskan Native, 2.6% Asian, 0.8% Filipino, 0.6% Black/African American, 6.1% Multiple Races, and 3.6% declined to state. There is one Structured Day Class serving 9 students. Additionally, the campus hosts a County Special Education class for 17 students who are deaf/hard of hearing.

Ralph Dunlap parents are encouraged to "actively partner" in their child's learning experience either by volunteering in the classroom, serving on the PTA, participating in the School Site Council, and/or attending the many school events. Parents stay informed on upcoming happenings and school activities through email, the school marquee, PTA monthly newsletters, social media, the school website, classroom newsletters and the PTA Dolphin Pod.

Opportunities to volunteer on the Ralph Dunlap campus include the following: chaperone field trips, volunteer in classrooms, participate in PTA-sponsored activities and family fun nights, and assist with campus beautification projects. Opportunities to serve on committees at Ralph Dunlap School include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

Ralph Dunlap families are welcomed to participate in the following school functions throughout the year: Back to School Night, Family Movie Nights, Dunlap Reads and Math program, Fall Festival, Reflections Art Night & Gallery, Holiday Craft Fair, Book Fairs, Science Night, Math Night, APEX Jog-A-Thon, Family Bingo Night, Open House, and other assorted family activities. The school is a busy place and enjoys strong support from its parent community.

# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates: 9/20/2023 & 10/18/2023

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

10/3/23 - Met with PTA to share school site goals and SPSA

10/10/23 - Met with ELAC to review SPSA plan and relevant data

10/25/22 - Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data

11/15/23 - Met with SSC to review data and the draft SPSA to gather feedback on proposed goals/expenditures. The SSC approved the SPSA at that time.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.43%	0.64%	4	2	3
African American	0.6%	0.64%	0.64%	3	3	3
Asian	1.7%	2.13%	2.55%	9	10	12
Filipino	1.2%	1.07%	1.06%	6	5	5
Hispanic/Latino	42.5%	45.84%	51.17%	220	215	241
Pacific Islander	0.4%	%	0%	2	0	0
White	43.1%	39.45%	35.24%	223	185	166
Multiple Races	7.0%	7.46%	6.16%	36	35	29
<b>Total Enrollment</b>				518	469	471

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	61	61	58
Grade 1	64	65	70
Grade 2	68	59	63
Grade3	78	62	61
Grade 4	80	64	71
Grade 5	82	80	71
Grade 6	85	78	77
<b>Total Enrollment</b>	518	469	471

### Conclusions based on this data:

- Overall enrollment is declining with fluctuations between grade levels. Second and Third grade had the lowest enrollment in 2022-23. This will impact enrollment in future years.
- The Hispanic, Asian, and Filipino populations have increased while the White population has decreased.
- The second largest subgroup by enrollment is White at 35%.

# 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	44	48	59	8.5%	10.2%	12.5%
Fluent English Proficient (FEP)	9	10	9	1.7%	2.1%	1.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. The English Learner population is increasing.
2. The percentage of Fluent English Proficient (FEP) students has remained steady over the past three years. (2021-23)
3. MThe number and percent of RFEP students remains low. Meeting qualifications to be reclassified from English Learner to Fluent English Proficient (FEP) needs to be an area of focus in grades 4-6 during the 2023-24 school year.

# 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	78	61	68	0	59	68	0	59	68	0.0	96.7	100.0
Grade 4	83	65	76	0	62	76	0	62	76	0.0	95.4	100.0
Grade 5	85	80	74	0	80	73	0	80	73	0.0	100.0	98.6
Grade 6	75	86	76	0	80	75	0	80	74	0.0	93.0	98.7
All Grades	321	292	294	0	281	292	0	281	291	0.0	96.2	99.3

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		2413.	2392.		16.95	16.18		25.42	16.18		25.42	26.47		32.20	41.18
Grade 4		2433.	2422.		12.90	10.53		19.35	17.11		25.81	26.32		41.94	46.05
Grade 5		2494.	2418.		23.75	10.96		25.00	8.22		23.75	17.81		27.50	63.01
Grade 6		2514.	2533.		12.50	20.27		30.00	29.73		36.25	28.38		21.25	21.62
All Grades	N/A	N/A	N/A		16.73	14.43		25.27	17.87		28.11	24.74		29.89	42.96

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		16.95	11.76		69.49	63.24		13.56	25.00
Grade 4		9.68	1.32		70.97	67.11		19.35	31.58
Grade 5		21.25	9.59		68.75	46.58		10.00	43.84
Grade 6		13.75	20.27		61.25	58.11		25.00	21.62
All Grades		15.66	10.65		67.26	58.76		17.08	30.58



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		11.86	10.29		50.85	50.00		37.29	39.71
Grade 4		4.84	6.58		62.90	57.89		32.26	35.53
Grade 5		18.75	8.22		53.75	36.99		27.50	54.79
Grade 6		8.75	16.22		58.75	63.51		32.50	20.27
All Grades		11.39	10.31		56.58	52.23		32.03	37.46

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		11.86	10.29		72.88	73.53		15.25	16.18
Grade 4		11.29	6.58		69.35	73.68		19.35	19.74
Grade 5		12.50	2.74		72.50	65.75		15.00	31.51
Grade 6		13.75	21.62		73.75	70.27		12.50	8.11
All Grades		12.46	10.31		72.24	70.79		15.30	18.90

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		13.56	10.29		72.88	66.18		13.56	23.53
Grade 4		9.68	14.47		67.74	60.53		22.58	25.00
Grade 5		16.25	8.22		63.75	49.32		20.00	42.47
Grade 6		16.25	14.86		75.00	71.62		8.75	13.51
All Grades		14.23	12.03		69.75	61.86		16.01	26.12

**Conclusions based on this data:**

1. Analysis of CAASPP ELA results from 2021-2023 shows the largest percentage of students scoring Standard Met is in the sixth grade.
2. Analysis of CAASPP ELA results from 2022-2023 shows that the instructional area that has the highest percentage of students "Below Standard" is Writing (32% 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 (37% 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.
3. Analysis of CAASPP ELA results from 2021-2023 shows an increase in student performance in third grade and fifth grade with more students in these grades scoring in the Standard Not Met category.

# 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	78	61	68	0	59	68	0	59	68	0.0	96.7	100.0
Grade 4	83	65	76	0	62	76	0	62	76	0.0	95.4	100.0
Grade 5	85	80	73	0	80	72	0	80	72	0.0	100.0	98.6
Grade 6	75	86	76	0	81	75	0	81	75	0.0	94.2	98.7
All Grades	321	292	293	0	282	291	0	282	291	0.0	96.6	99.3

\* 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		2422.	2403.		8.47	7.35		35.59	30.88		33.90	25.00		22.03	36.76
Grade 4		2427.	2428.		3.23	3.95		24.19	23.68		33.87	35.53		38.71	36.84
Grade 5		2453.	2429.		10.00	6.94		12.50	6.94		25.00	25.00		52.50	61.11
Grade 6		2505.	2512.		11.11	17.33		20.99	17.33		34.57	36.00		33.33	29.33
All Grades	N/A	N/A	N/A		8.51	8.93		22.34	19.59		31.56	30.58		37.59	40.89

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		11.86	13.24		61.02	47.06		27.12	39.71
Grade 4		6.45	10.53		50.00	47.37		43.55	42.11
Grade 5		10.00	6.94		37.50	33.33		52.50	59.72
Grade 6		8.64	12.00		53.09	52.00		38.27	36.00
All Grades		9.22	10.65		49.65	45.02		41.13	44.33

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		16.95	17.65		62.71	47.06		20.34	35.29
<b>Grade 4</b>		8.06	6.58		45.16	56.58		46.77	36.84
<b>Grade 5</b>		11.25	6.94		50.00	34.72		38.75	58.33
<b>Grade 6</b>		9.88	14.67		54.32	53.33		35.80	32.00
<b>All Grades</b>		11.35	11.34		52.84	48.11		35.82	40.55

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		11.86	7.35		67.80	70.59		20.34	22.06
<b>Grade 4</b>		6.45	10.53		51.61	59.21		41.94	30.26
<b>Grade 5</b>		7.50	5.56		55.00	54.17		37.50	40.28
<b>Grade 6</b>		14.81	13.33		69.14	60.00		16.05	26.67
<b>All Grades</b>		10.28	9.28		60.99	60.82		28.72	29.90

**Conclusions based on this data:**

1. Analysis of CAASPP Mathematics results from 2021-2023 shows an increase in the percentage of students scoring Standard Exceeded in sixth grade. T
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.
3. Analysis of CAASPP Mathematics results from 2022-2023 shows that the instructional area that has the highest percentage of students "Below Standard" is Concepts & Procedures (44% Below Standard). Grades three and six score higher in this area than grades four and five with the sixth grade scores in this area being the lowest overall 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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	4	*
<b>1</b>	*	*	*	*	*	*	*	*	*	8	6	7
<b>2</b>	*	*	*	*	*	*	*	*	*	8	10	8
<b>3</b>	*	*	*	*	*	*	*	*	*	6	8	10
<b>4</b>	*	*	*	*	*	*	*	*	*	6	9	9
<b>5</b>	*	*	*	*	*	*	*	*	*	9	6	10
<b>6</b>	*	*	*	*	*	*	*	*	*	*	10	9
<b>All Grades</b>										41	53	55

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.88	18.87	9.09	53.66	39.62	49.09	21.95	33.96	30.91	19.51	7.55	10.91	41	53	55

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.71	49.06	34.55	41.46	33.96	49.09	17.07	13.21	9.09	9.76	3.77	7.27	41	53	55

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.44	1.89	3.64	26.83	28.30	16.36	36.59	43.40	40.00	34.15	26.42	40.00	41	53	55

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	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.51	30.19	12.73	63.41	54.72	72.73	17.07	15.09	14.55	41	53	55

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	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.90	66.04	67.27	53.66	30.19	23.64	2.44	3.77	9.09	41	53	55

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	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.76	5.66	5.45	60.98	52.83	41.82	29.27	41.51	52.73	41	53	55

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	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.32	9.43	9.09	63.41	75.47	70.91	29.27	15.09	20.00	41	53	55

**Conclusions based on this data:**

1. There is an increase of students scoring a Level 4 over the last three years of data.
2. The performance of English Learners is lower in the Reading Domain.
3. The lowest percentage of level 4 scores is in the Reading 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
<b>469</b>	<b>36.0</b>	<b>10.2</b>	<b>1.5</b>
Total Number of Students enrolled in Ralph Dunlap 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	48	10.2
Foster Youth	7	1.5
Homeless	5	1.1
Socioeconomically Disadvantaged	169	36.0
Students with Disabilities	50	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian	2	0.4
Asian	10	2.1
Filipino	5	1.1
Hispanic	215	45.8
Two or More Races	35	7.5
Pacific Islander		
White	185	39.4



**Conclusions based on this data:**

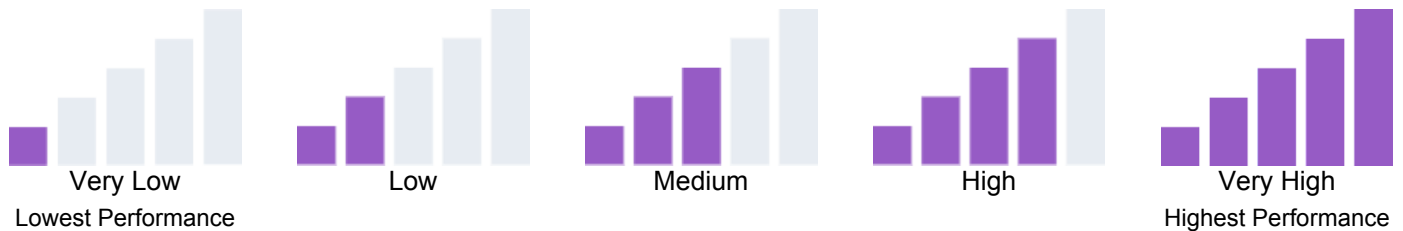
1. The two largest student groups by race/ethnicity are Hispanic (45.8%) and White (39.4%).
2. The percentage of SES students has increased to 36.0%%
3. The percentage of English Learners continues to be 20% or below.

# School and Student Performance Data

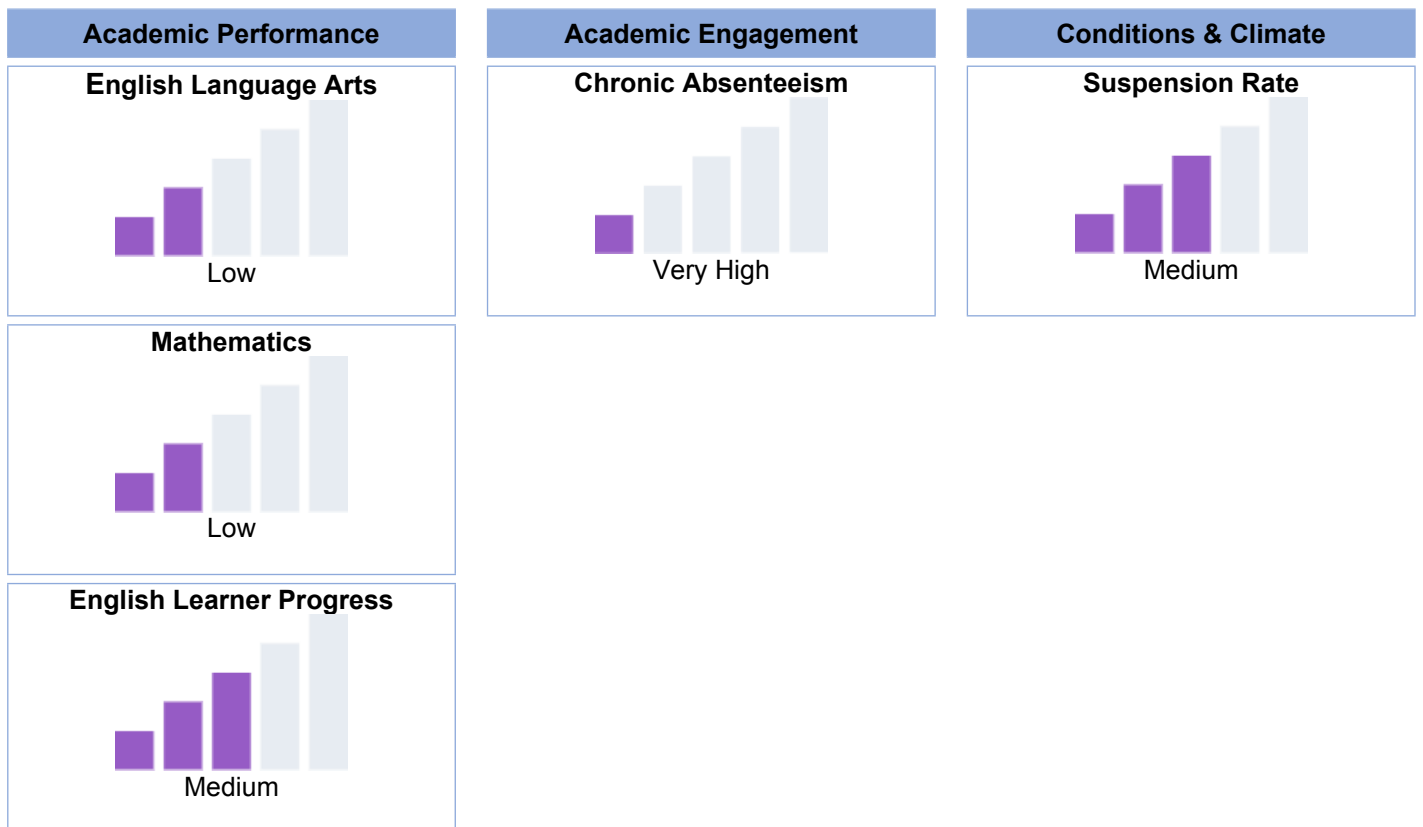
## Overall Performance

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



#### Conclusions based on this data:

1. Math is a weaker performance area as compared to ELA.
2. The school's suspension rate is an area of concern and has gone into the "orange" area on the dashboard.
3. There needs to be a focus on chronic absenteeism.

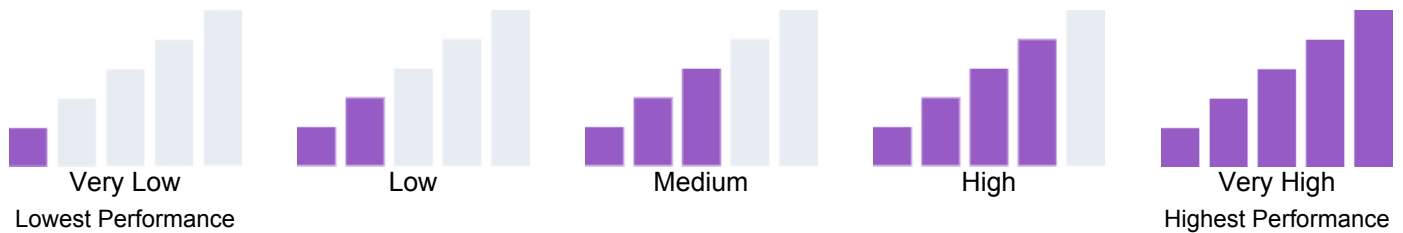


# School and Student Performance Data

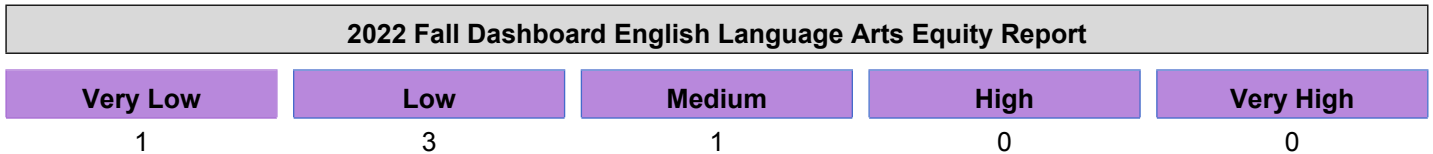
## Academic Performance English Language Arts

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](#).

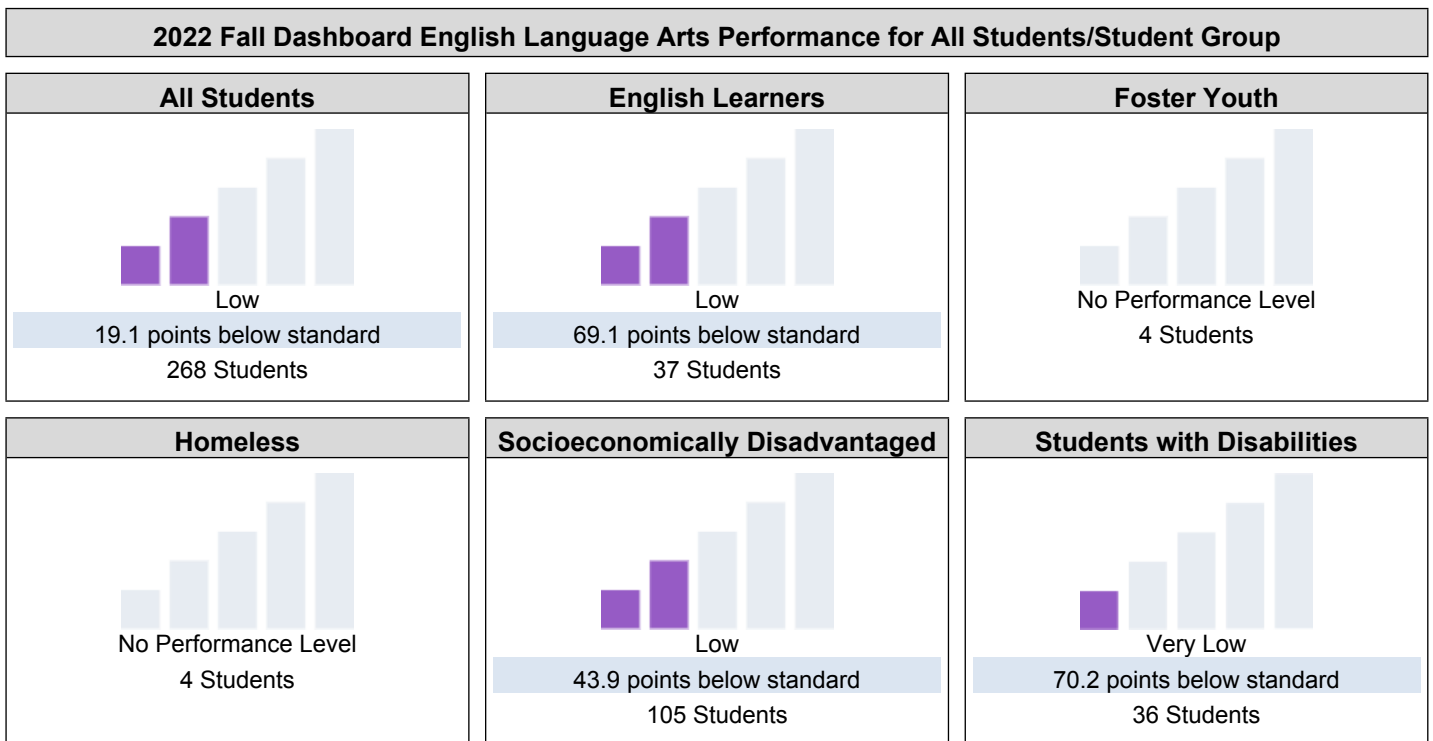
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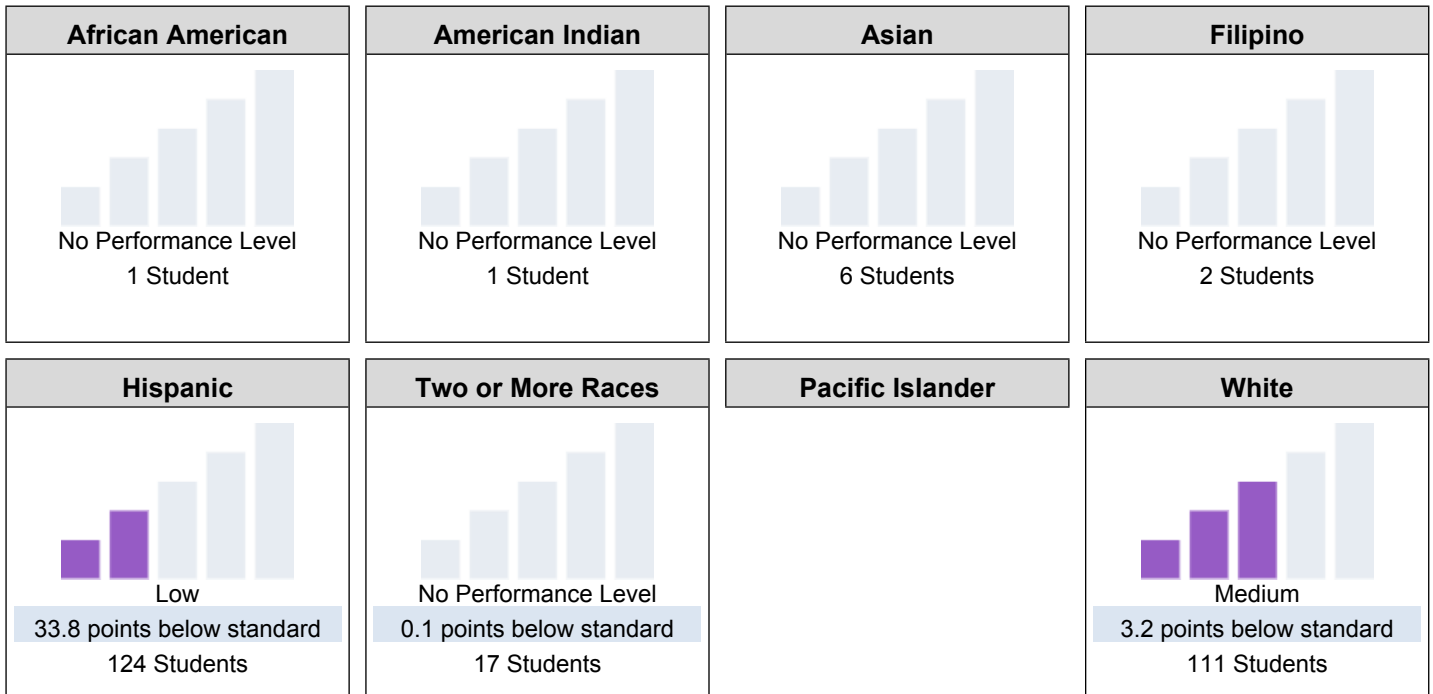
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
84.5 points below standard	9 Students	12.1 points below standard
28 Students		229 Students

#### Conclusions based on this data:

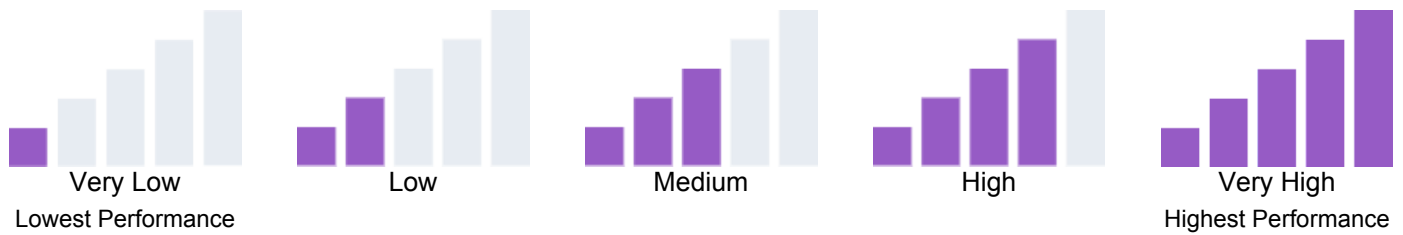
- All subgroups, with the exception of white students, maintained or decreased in ELA performance.
- We are not at proficiency levels we seek for all students.
- Students with Disabilities is an area of focus that will continue to be monitored in all academic areas with a focus on ELA.

# School and Student Performance Data

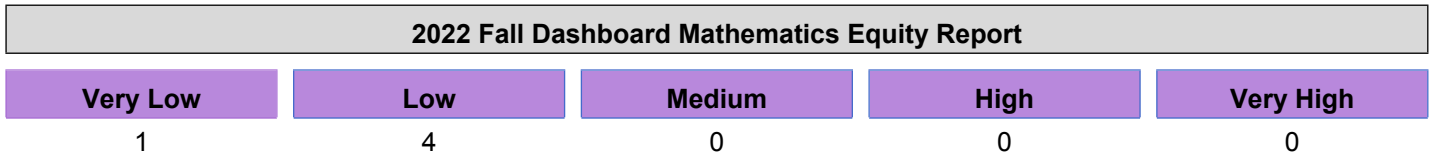
## Academic Performance Mathematics

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](#).

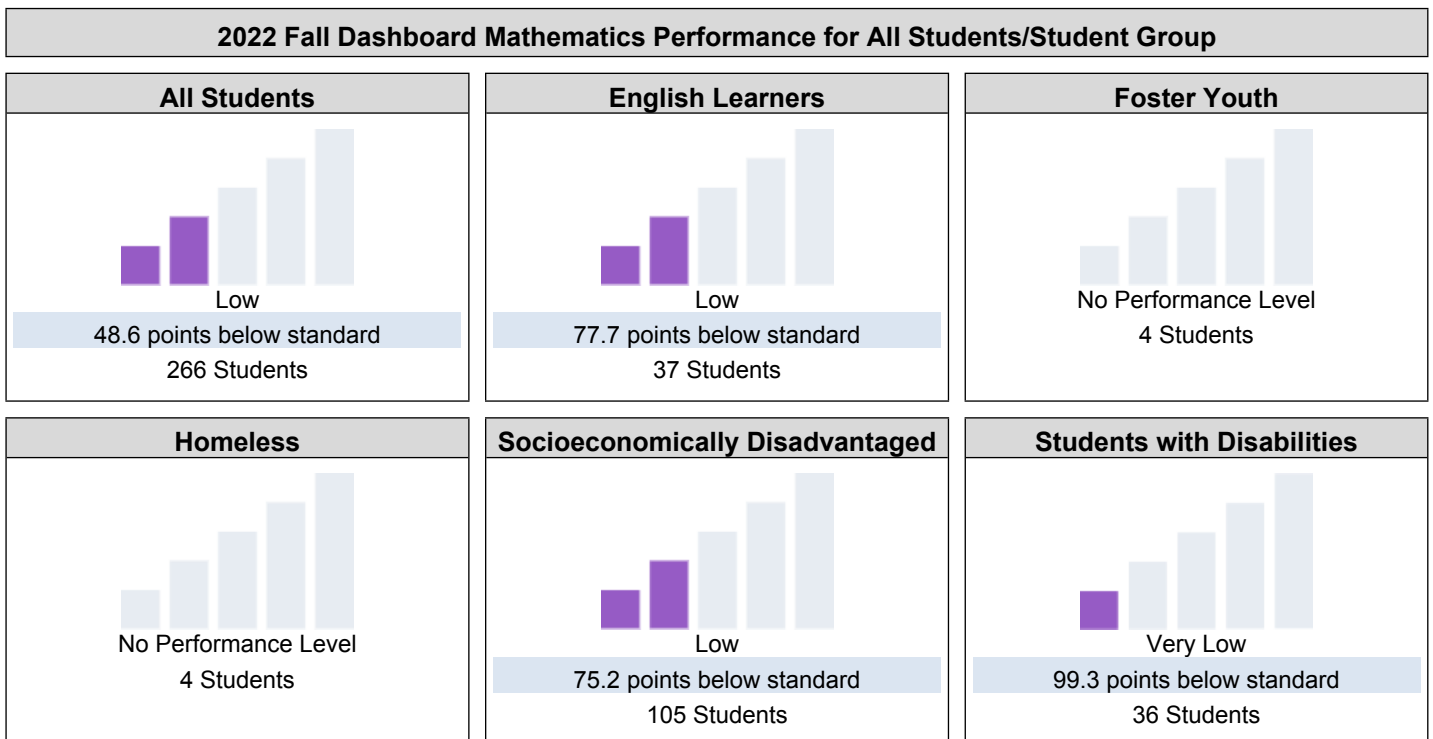
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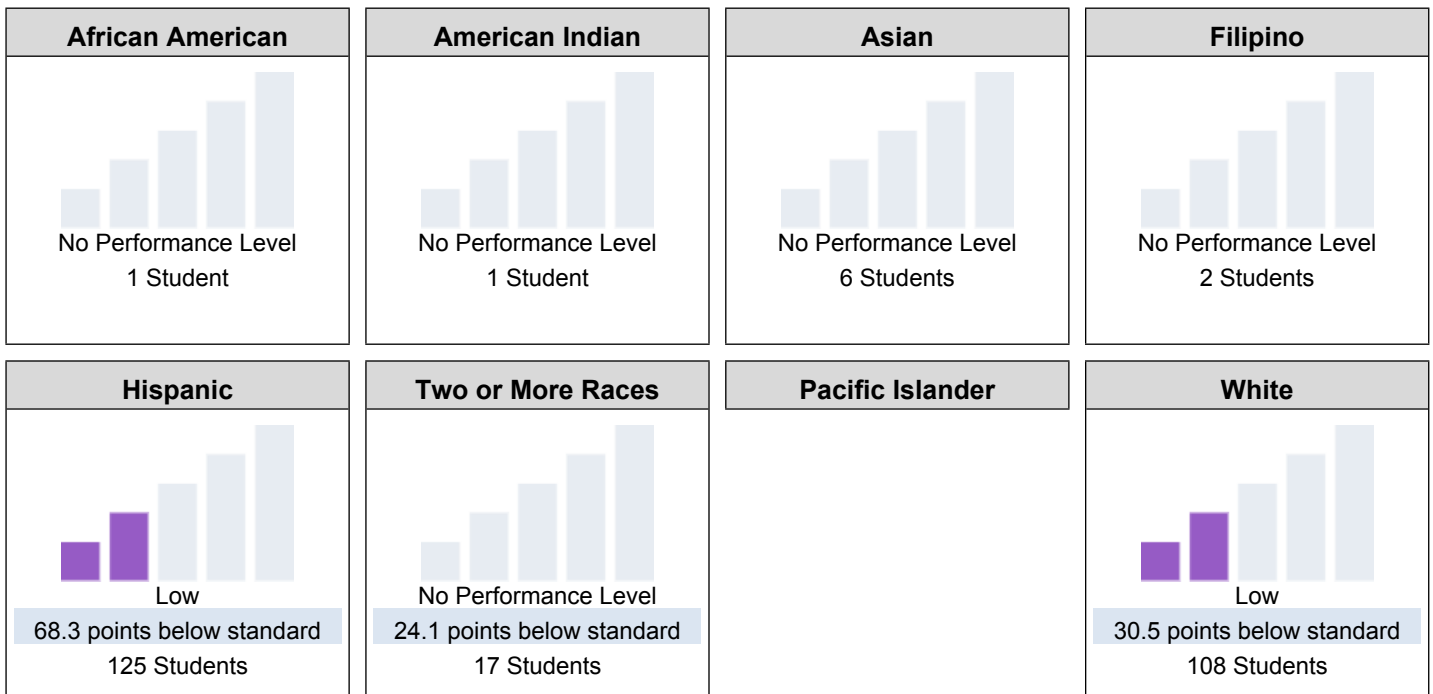
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p style="background-color: #e6f2ff;">97.1 points below standard</p> <p>28 Students</p>	<p>9 Students</p>	<p style="background-color: #e6f2ff;">44.5 points below standard</p> <p>227 Students</p>

**Conclusions based on this data:**

1. Students with Disabilities is an area of focus that will continue to be monitored in all academic areas with a focus on Mathematics.
2. Socioeconomically Disadvantaged students needs to be a focus group as they fell 77.7 points below standard.
3. Data trends show improvement in some subgroups, we are not at proficient levels we seek for all students in the area of Mathematics.

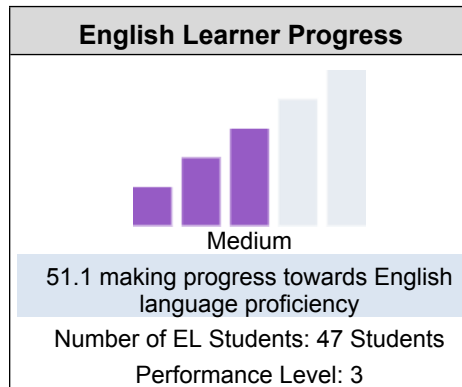
# School and Student Performance Data

## 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



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
14.9%	34.0%	2.1%	48.9%

#### Conclusions based on this data:

- Overall English Learners (EL) are making progress. 34% of English Learners maintained the current level.
- Overall English Learners (EL) are making progress. 48.9% of English Learners progressed at least one level.
- Continued access to challenging text (Wonders, Collections, English 3D) will increase opportunities for EL students to grow academically in English Language Arts.

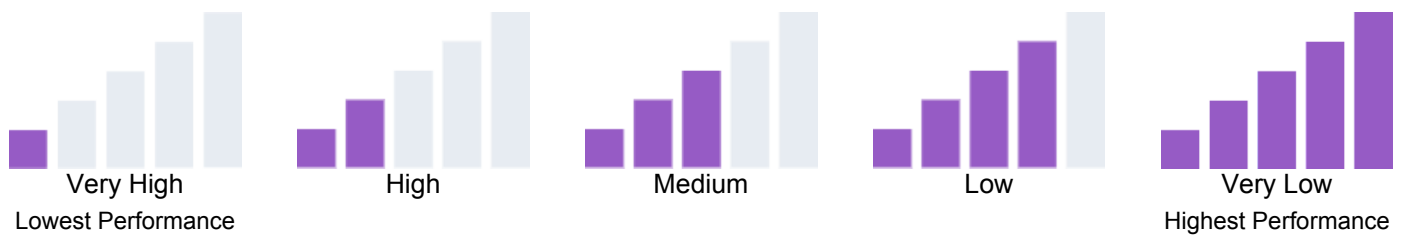


# School and Student Performance Data

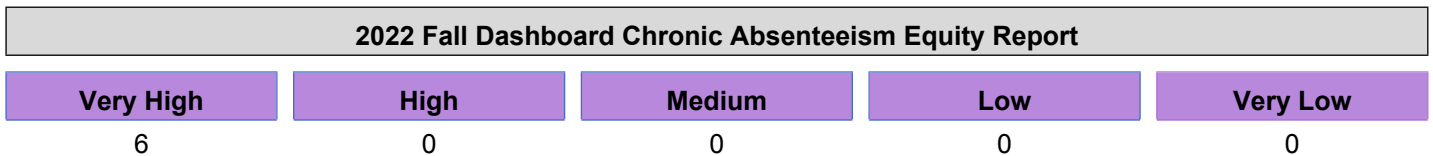
## Academic Engagement Chronic Absenteeism

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](#).

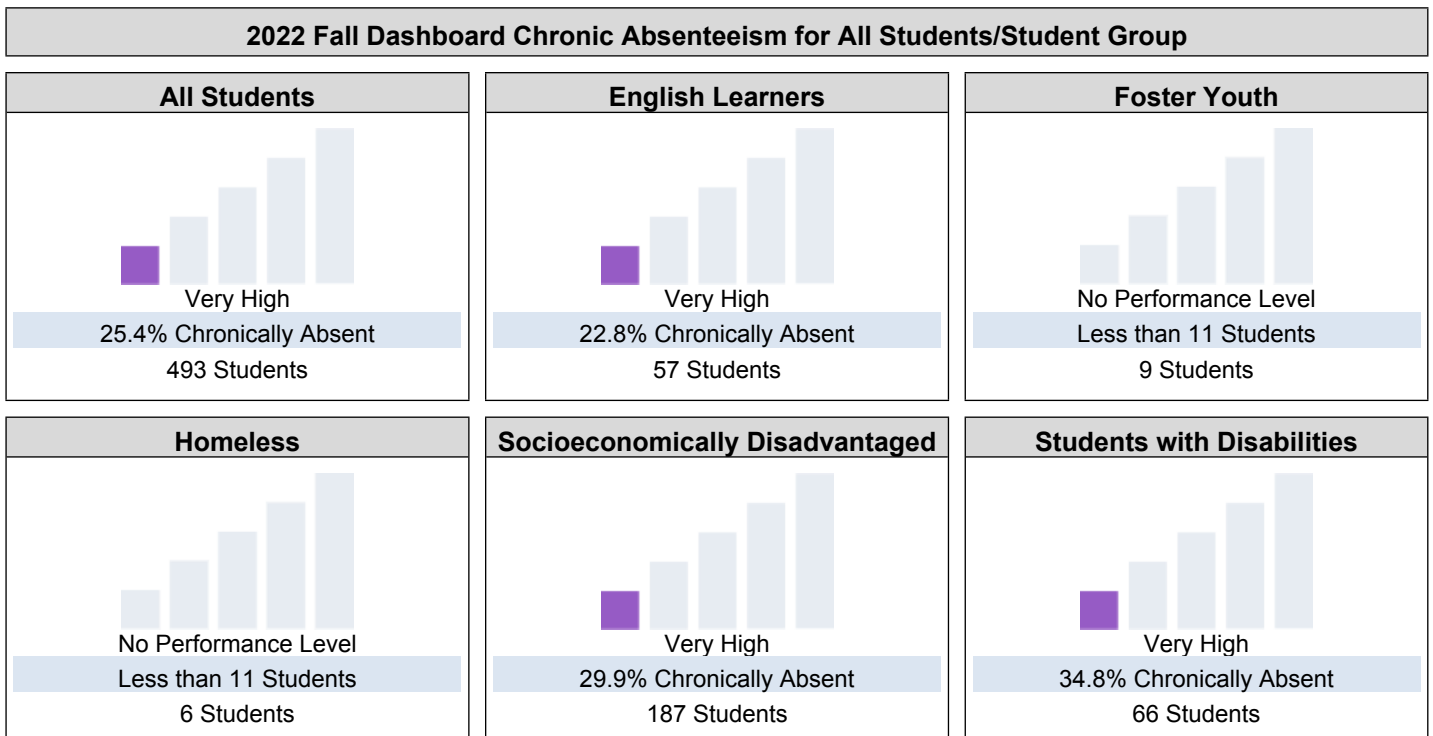
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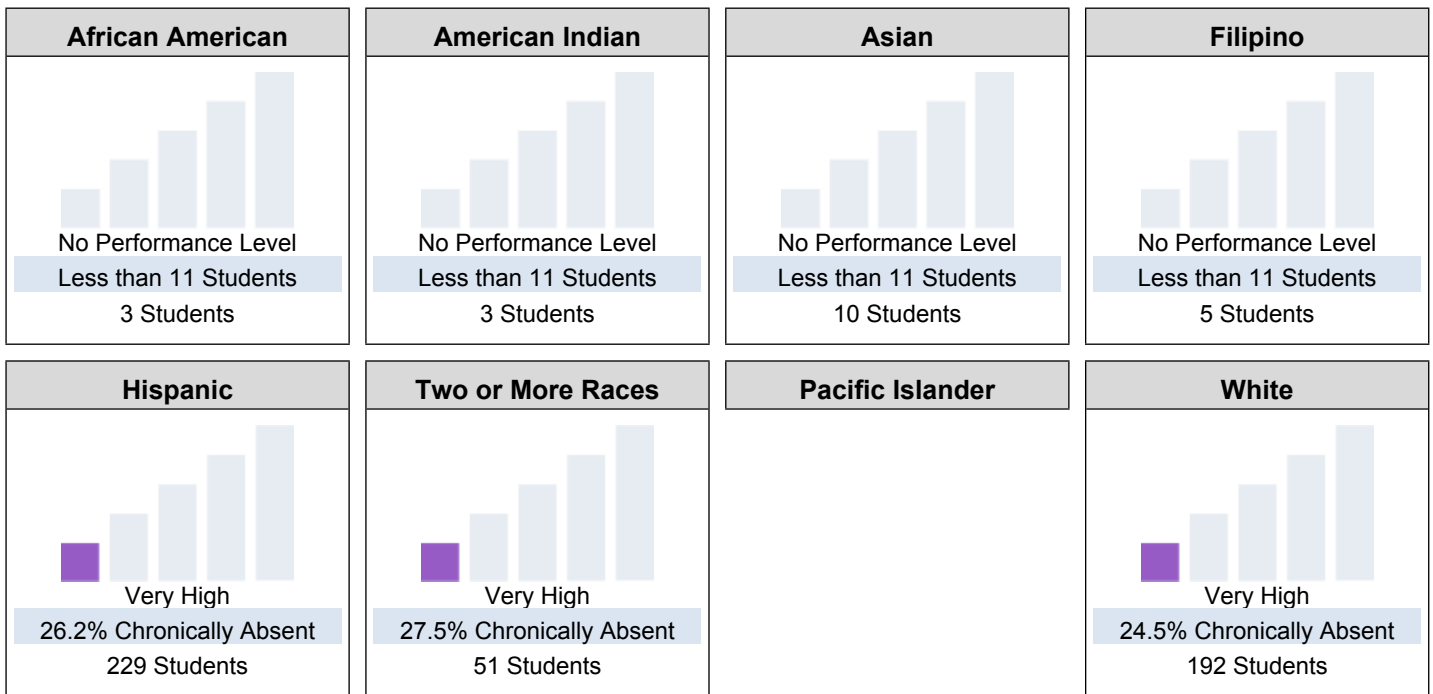
This section provides number of student groups in each level.



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 by Race/Ethnicity



### Conclusions based on this data:

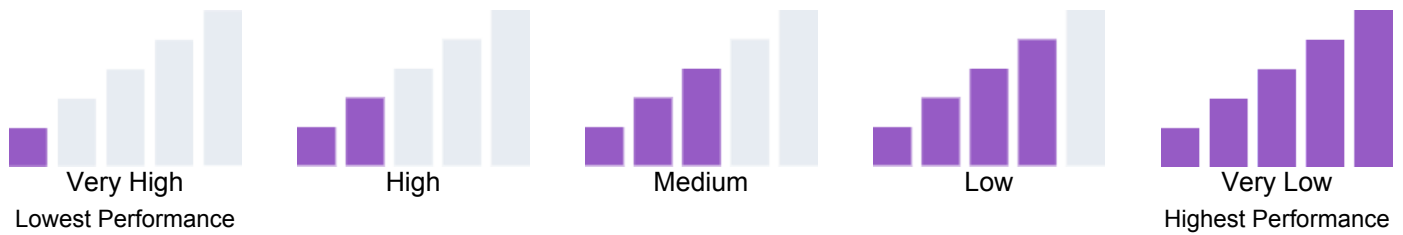
1. Of the student groups, Socioeconomically Disadvantaged and Students with Disabilities have the highest rate of chronic absenteeism.
2. The English Learners subgroup has the lowest percentage of chronic absenteeism at 22.8%.
3. The All Students group has a chronic absenteeism rate of 25.4% (Very High). 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

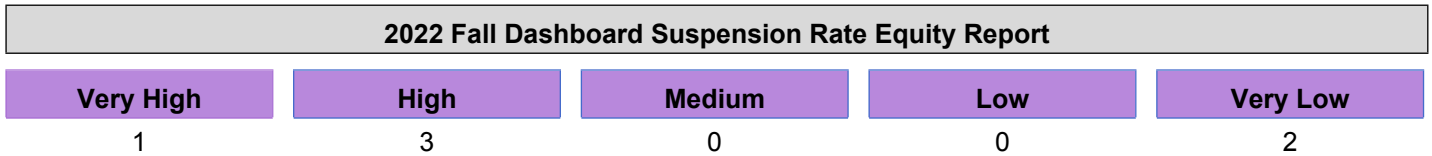
## Conditions & Climate Suspension Rate

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](#).

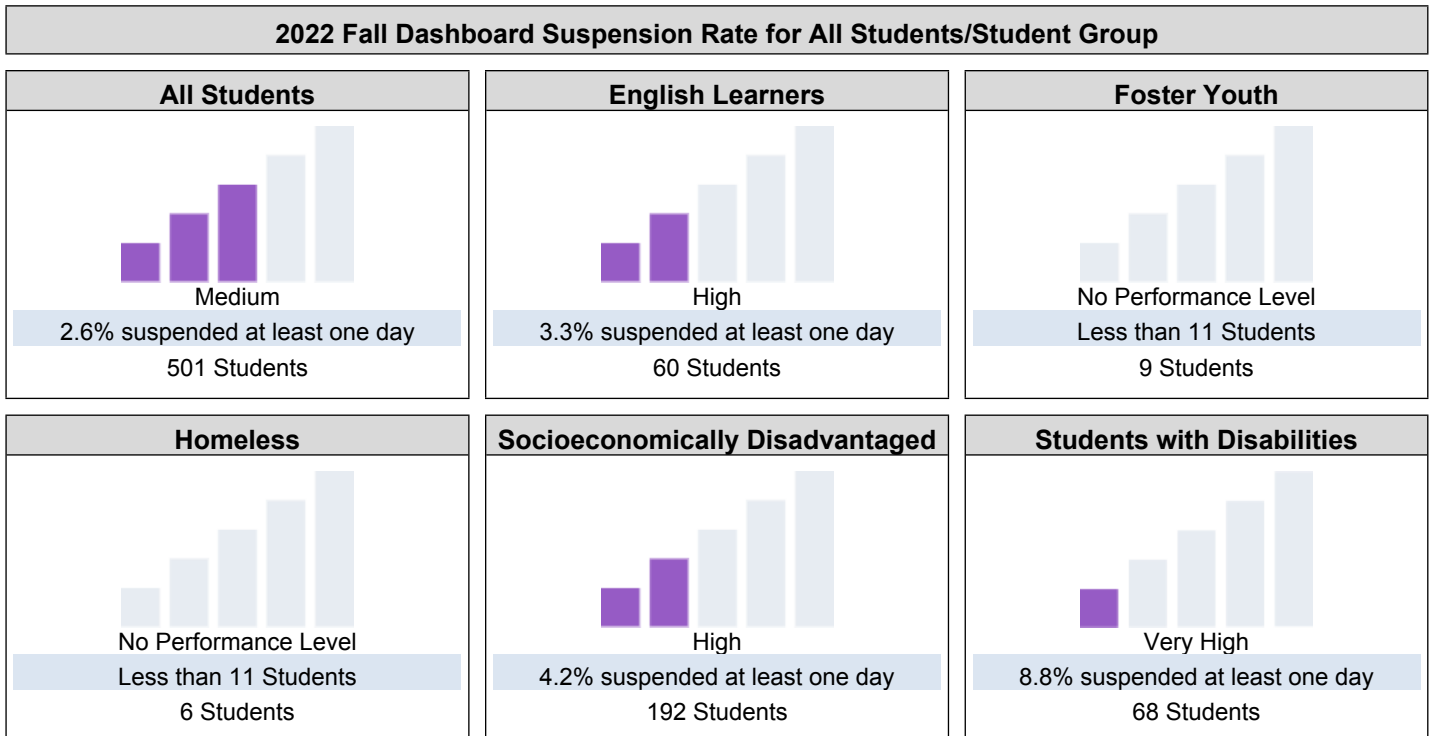
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



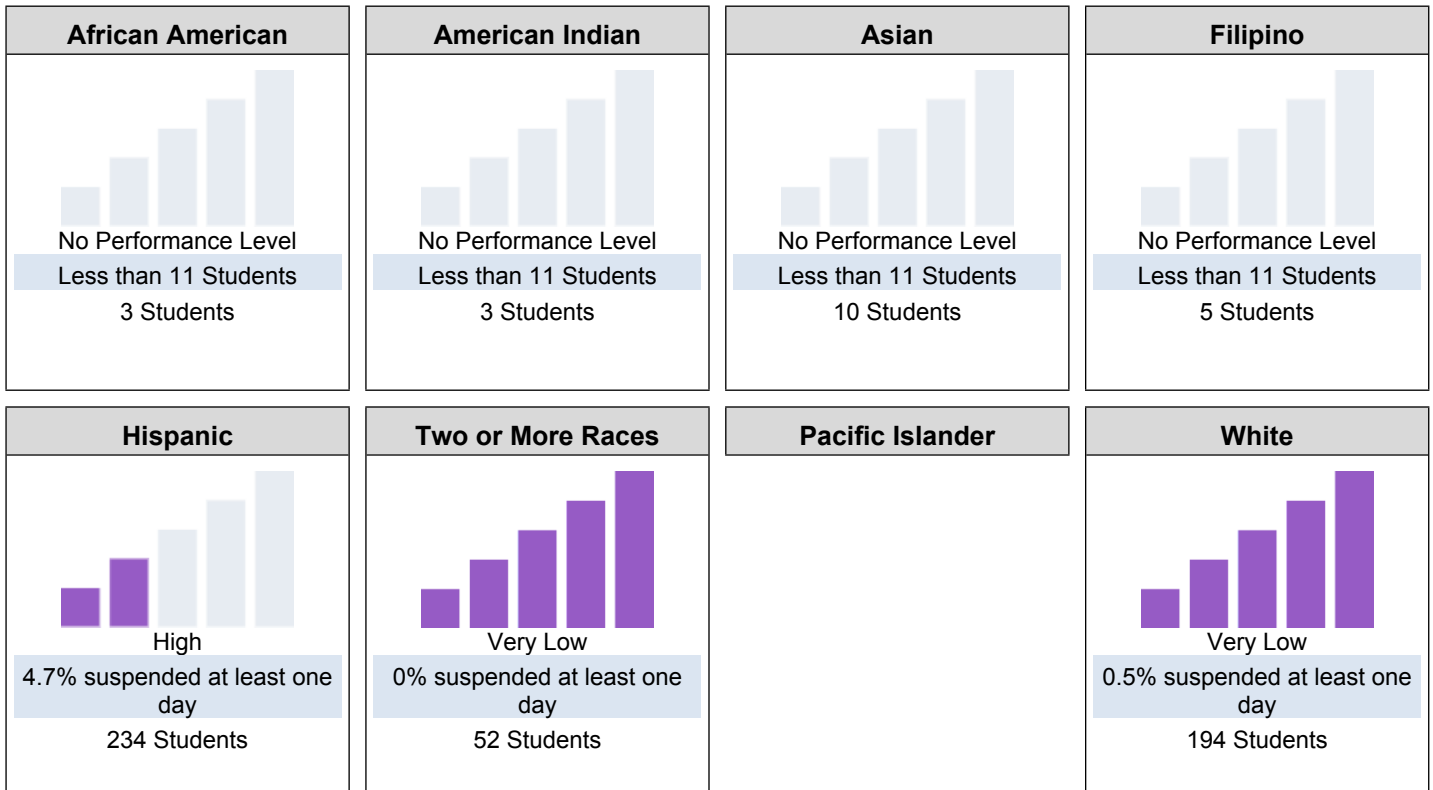
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

1. Data indicates our Students with Disabilities and Socioeconomically Disadvantaged groups currently have the highest rate of suspension. (8.8% and 4.2%).
2. Our continued efforts to engage parents and examine our school structure for addressing student behavior will have a positive impact in suspension rates for all students moving forward.
3. Suspension rates for the 2022-23 school year was 2.6%. Achieving 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 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
<p>Grades K: Percentage of students meeting proficiency as reported by Spring 2022 Acadience data.</p>	<p>Goal for Spring 2023 Acadience assessment: 80% of Kindergarten students will be At or Above Benchmark as measured by Acadience Reading Composite Score.</p>	<p>K Acadience Reading Assessment Composite Score Results for Spring 2023: 68% of students scored "At or Above" benchmark as measured by Acadience Composite Assessment. (Goal not met)</p>
<p>Grades 1-6: Percentage of students scoring "Hi Avg" or "Hi" as measured by NWEA Reading Assessment.</p>	<p>The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Reading Assessment. Goal for Spring 2023: 42% First Grade 53% Second Grade</p> <p>Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. Grade Level Goals: 50% Third Grade 46% Fourth Grade 44% Fifth Grade 61% Sixth Grade</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. Goals: All: 47% By Subgroup SpEd: 22% English Learner: 11% Ever-EL: 27% Low SES: 35%</p>	<p>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 (Goal Not Met) 41% Second Grade (Goal Not Met)</p> <p>Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. Grade Level Goals: 32% Third Grade (Goal Not Met) 28% Fourth Grade (Goal Not Met) 19% Fifth Grade (Goal Not Met) 50% Sixth Grade (Goal Not Met)</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP English Language Arts Assessment. Goals: All: 32.51% (Goal Not Met) By Subgroup SpEd: 6.25% (Goal Not Met) English Learner: 2.78% (Goal Not Met) Ever-EL: 12.58% (Goal Not Met) Low SES: 7.69% (Goal Not Met)</p>

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades 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.</p> <p>The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p> <p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support</p>	<p>At Dunlap 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.</p> <p>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.</p> <p>Teachers were offered after school training sessions on ELA Tier 1 instruction, ELA intervention, and English Language Development (ELD). These professional learning opportunities included sessions on planning and pacing the ELA curriculum and standards, providing reading intervention, and analyzing student writing.</p>	<p>TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 1250</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>TOSA salaries and benefits/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 1000</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>academic achievement for all students and specific sub-groups.</p> <p>TOSAs will support teachers by providing professional development on implementation of adopted core curriculum and standards, assessment, and intervention. One TOSA will specialize in the Wonders curriculum for grades K-5. One TOSA will specialize in English Language Development (ELD) for English Learners.</p> <p>Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilize STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.</p> <p>Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA for the 2022-2023 school year: "Literary and non-fiction reading, academic vocabulary in speaking and listening, intervention time block to meet individual needs in reading and fostering student engagement and social emotional wellness." (Examples: academic vocabulary,</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
citing evidence in writing, and close reading.)			
<p>B. PLC / Progress Monitoring</p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, review PDSAs, and plan collaboratively for instruction.</p> <p>In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience Reading Assessments, NWEA MAP Reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments and a district writing performance assessment.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.</p> <p>The school will utilize the Music, Art, and P.E. programs to facilitate</p>	<p>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.</p> <p>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.</p> <p>Teachers utilized student data analysis to determine which students benefited from further review at Student Success Team meetings.</p>	<p>Specials Teachers to provide PLC meeting time/ District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500</p> <p>Progress Monitoring Materials/District funded None Specified District Funded 0</p>	<p>Specials Teachers to provide PLC meeting time/ District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 400</p> <p>Progress Monitoring Materials/District funded None Specified District Funded 0</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose			
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>Additionally, hourly support teachers will continue to provide small group reading intervention utilizing the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. Intervention classes will be offered (30-minute blocks, 4 days per week) for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</p> <p>Increased education opportunities will be provided via before/after school tutoring with one of our certificated teachers</p>	<p>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.</p> <p>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.</p> <p>Students who do not attend SIPPS classes receive intervention/enrichment in the classroom during this time ("Target Time").</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 33,633</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 250</p>	<p>Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 33,633</p> <p>Materials for Intervention Program 4000-4999: Books And Supplies LCFF - Supplemental 300</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
throughout the school year.			

### 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 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.

# 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
Kindergarten: Percentage of students meeting proficiency as reported by Spring 2023 ESGI data.	Percentage of students in Kindergarten at proficient in "counting on from a given number" using ESGI data: 80%	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)
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: 48% First Grade 43% Second Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Math Assessment. Goal for Spring 2023: 30% First Grade (Goal Not Met) 36% 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. 50% Third Grade 46% Fourth Grade 44% Fifth Grade 61% Sixth Grade  For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Mathematics Assessment. All: 36% By Subgroup SpEd: 19% English Learner: 11% Ever-EL: 21% Low SES: 23%	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Math Assessment. Grade Level Goals: 38% Third Grade (Goal Not Met) 26% Fourth Grade (Goal Not Met) 14% Fifth Grade (Goal Not Met) 35% Sixth Grade (Goal Not Met)  For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Math Assessment. Goals: All: 32.51% (Goal Not Met) By Subgroup SpEd: 3.13% (Goal Not Met) English Learner: 5.56% (Goal Not Met) Ever-EL: 12.58% (Goal Not Met) Low SES: 7.69% (Goal Not Met)

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades K-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6- 8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, Students with Disabilities, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. The district Teachers on Special Assignment (TOSAs) will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.</p> <p>The TOSA team will provide support for identification of and training in effective, research-based instruction and intervention for at-risk students, especially English learners, foster youth, and low-income students.</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K5, CPM in grades 6-8). Zearn/Eureka Math has been utilized as supplemental curriculum in order to differentiate for students who need intervention or enrichment.</p> <p>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.</p> <p>TOSAs continued to support classroom teachers with</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Supplemental curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 200</p> <p>Math club and math bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 500</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>TOSA/District funded/Reported under E/LA Goal 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Supplemental curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 500</p> <p>Math club and math bowl team supplies. Math incentives. 4000-4999: Books And Supplies LCFF - Supplemental 300</p> <p>Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class 2000-2999: Classified Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Staff members will have the opportunity to participate in targeted professional growth opportunities to support academic achievement for all students and specific sub-groups.</p> <p>Develop a school-wide incentive program for mastery of math concepts and facts. The school also will provide opportunities for math enrichment including a math club and team for the North County Math Super Bowl.</p> <p>Establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math for the 2022-2023 school year: "Intervention time block to meet individual needs in math and fostering student engagement and social emotional wellness". (An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.)</p>	<p>implementation of the math curriculum. TOSAs offered some afterschool professional development sessions on Zearn/Eureka Math.</p> <p>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.</p> <p>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.</p>		
<p>B. PLC/Progress Monitoring</p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative</p>	<p>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.</p> <p>The executive director of curriculum and instruction and math TOSA have been working with</p>	<p>Specials Teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p> <p>Substitutes for SST meetings. Expenditure Listed on Goal #1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Specials Teachers to provide time for PLC meetings/district funded 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Substitutes for SST meetings. Expenditure Listed on Goal #1 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>assessments, and plan collaboratively for instruction.</p> <p>Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.</p> <p>The school will utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p> <p>In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.</p>	<p>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.</p> <p>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.</p>		
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by</p>	<p>Zearn/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</p>	<p>On-line Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>Materials and On-line Math programs for Math Intervention and Support 4000-4999: Books And</p>	<p>On-line Math programs for Math Intervention and Support/District Funded 4000-4999: Books And Supplies District Funded 0</p> <p>Materials and On-line Math programs for Math Intervention and Support 4000-4999: Books And</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>the classroom teacher and the grade level team.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-8) to bolster students' skills in math.</p> <p>The district math consultants and TOSAs will provide support for identification of and training in effective, research- based interventions for struggling math students.</p> <p>The school will purchase materials to be used to support student engagement and increased access to technology as it relates to intervention access to the digital components of the mathematics adoption. These materials and services will enable teachers to target instruction for struggling math students.</p>	<p>consists of downloadable resources that teachers can use in support of Zearn. These programs provide teacher guided activities and activities students can do independently.</p>	<p>Supplies LCFF - Supplemental 500</p>	<p>Supplies LCFF - Supplemental 900</p>

## 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.

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 will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance rate	Increase attendance rate to 96% for "All" students.	Attendance Rate Results for 2022-23: Attendance Rate for all Students: 92.78% (goal not met)
Chronic absenteeism rate	Decrease Chronic Absenteeism by 5% for "All" students and each subgroup Chronic Absenteeism Rate Goals for 2021-2022: 31.47% All Students 30.14% English Learners 35.99% Low Income Students 48.00% Foster Youth 35.50% Homeless Youth	Decrease Chronic Absenteeism by 5% for "All" students and each subgroup Chronic Absenteeism Rate Goals for 2022-2023: 21.7% All Students (Goal Met) 27.78% English Learners (Goal Partially Met) 25%% Low Income Students (Goal Met) 0% Foster Youth (Goal Met) 57.14% Homeless Youth (Goal Not Met)

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture and Communication with Students</p> <p>Continue communication with students and parents/guardians on the importance of school attendance.</p> <p>Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p>	<p>At Dunlap 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 having students work on short-term independent study assignments.</p>	<p>Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 300</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.</p>			
<p><b>B. School Programming and Communication with Families</b></p> <p>Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.</p> <p>As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p> <p>Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance.</p> <p>Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>	<p>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.</p> <p>COVID absences did continue during the school year, and this caused a number of students to miss school for extended time periods.</p>	<p>School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>	<p>School Based Counselor works with families and students to improve student attendance. 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Bilingual Community Liaison works with families to improve student attendance. 2000-2999: Classified Personnel Salaries District Funded 0</p>

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

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.

# 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
<p>October 2021 Student Survey October 2022 Parent Survey</p>	<p>Increase by 5 % the percentage of students who indicated it was "pretty much true" or "very much true" on all questions on the student survey about caring relationships: Questions: There are adults at school who... *really care about them *notice when they are not there *listen to them when they have something to say *are there for them when they have a problem or concern *believe they will be a success</p> <p>Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on all questions on the parent survey about caring relationships and communication: Questions: At my child's school... *school staff communicate with parents about what is happening at the school *teachers communicate with parents about what students are expected to learn *parents feel welcome to be involved in the school *there is someone at school to talk to about a problem or concern *school staff take parent concerns seriously</p>	<p>Fall 2023 Result: 483 families have contactable data in Parent Square. (99% of families are enrolled in Parent Square) Fall 2023 Results: Student Survey: 76.99% that there were adults at school we really care about them, 69.02% of students indicated that someone notices when they are not there 81.41% of adults listen to when I have something to say, 77.87% indicted there is an adult there for me if I have a problem or concern (goal met) 76.99% of students believe that there are adults at school who believe that they will be a success. Parent Survey: 88.06% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school. (goal met) 86.57% indicated that teachers communicate with parents about what students are expected to learn. 87.32% of parents feel welcome to be involved in the school. 83.58% of parents indicated there is someone at school to talk to with a problem or concern. 76.87% of parents indicated school staff take parent concerns seriously.</p>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Focus on Relationships and Social/Emotional Learning	As possible, the district and school continued to plan special activities and	Bilingual Community Liaison provides translation for meetings.	Bilingual Community Liaison provides translation for meetings.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year.</p> <p>Provide services such as childcare and alternate meeting location (including virtual options) when needed.</p> <p>Translate materials and provide Interpreters to make phone calls and assist at events/meetings when needed and/or requested.</p> <p>Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption.</p>	<p>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.</p> <p>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 &amp; craft family nights also were well attended.</p> <p>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 to train others in the curriculum.</p>	<p>Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>	<p>Provide Childcare for after school meetings 2000-2999: Classified Personnel Salaries District Funded 0</p> <p>Social Emotional Curriculum for weekly lessons 4000-4999: Books And Supplies District Funded 0</p>
<p><b>B. Support for Families</b></p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online</p>	<p>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</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p>	<p>Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(website and social media) posts.</p> <p>The district will provide a range of parent education offerings via Zoom and other virtual platforms.</p>	<p>respond. The translation capacity of Parent Square is of great assistance to non-English-speaking families.</p> <p>At Dunlap Elementary, 99% of families have current contact information in Parent Square. This platform is used for school-wide posts, individual messaging and parent sign-ups for activities such as conferences and volunteer activities.</p>		

## 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, Dunlap 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
Suspension/ Expulsion Rate	Maintain/decrease current suspension/expulsion rates for all students and each subgroup.	Spring 2023 Results: Suspension Rate for 2022-23: All Students: 4.67% (goal not met) English Learners: 5.56% (goal not met) Foster Youth: 20% (goal not met) (small sub-group: 5 students) Homeless Youth: 28.7% (goal not met, small group: 7 students) Socioeconomically Disadvantaged(SED): 18.75% (goal not met) Students with Disabilities (SWD): 18.64% (goal not met)

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture</p> <p>At the outset of the school year and throughout the year, teachers will focus on establishing relationships and rapport with students.</p> <p>The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2021-2022. Students will have multiple opportunities to learn and practice the school behavioral expectations during classroom instruction, school assemblies, and PBIS "Passport Days." The</p>	<p>At Dunlap Elementary the PBIS system is focused on four main traits (WAVE):</p> <ul style="list-style-type: none"> <li>We are Respectful</li> <li>Act Responsibly</li> <li>Value Everyone</li> <li>Engage in Your Learning</li> </ul> <p>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 tickets to students as</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies Site Formula Funds 500</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 750</p>	<p>Materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies Site Formula Funds 450</p> <p>Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program 4000-4999: Books And Supplies LCFF - Supplemental 600</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. These activities include Student Council/ASB, the Friend Mediator Program, the library Makerspace, and the Yearbook Club.</p> <p>Offer school extracurricular events to students to build community, teamwork, and leadership skills. These programs may include Battle of the Books, Lego League Robotics Team, Makerspace, Student Council, North County Math Super Bowl team, and Yearbook Club.</p>	<p>incentives/rewards for positive behavior. The principal and office staff tracked Office Discipline Referrals on Educlimber to see trends.</p> <p>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.</p> <p>The PTA planned school events that were well attended.</p>		
<p><b>B. Social/Emotional Learning and Support</b></p> <p>Regular lessons in social/emotional learning will be planned: District SEL task force will identify SEL curriculum for district adoption. (SEE Learning was piloted during the Summer program)</p> <p>Social Emotional lessons will explore social/emotional</p>	<p>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.</p>	<p>Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p>	<p>Social Emotional Curriculum/District Funded 4000-4999: Books And Supplies District Funded 0</p>
		<p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>School Site Counselor/District Funded 1000-1999: Certificated Personnel Salaries District Funded 0</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>competencies such as self-awareness, self-management, responsible decision making, relationship skills, social awareness, and engagement.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the school site counselor or district psychologist.</p>	<p>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.</p> <p>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).</p>		

## 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 school-wide PBIS activities and school-wide participation.

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 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
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.
Results from Spring 2023 NWEA results for 1st and 2nd grade students.	The percentage of students scoring "Hi, HiAvg. and Average" (top three Quintiles) as measured by 2023 NWEA Reading Assessment.  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 "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 normative data: 1st–20th (Low), 21st–40th (LoAvg), 41st–60th (Avg), 61st–80th (HiAvg), and greater than 80th (Hi).

Metric/Indicator	Baseline	Expected Outcome
	Baseline from Spring 2023: Grade 1: 39% Hi and HiAvg and Average Grade 2: 41% Hi and HiAvg and Average	Goal for Spring 2024: Grade 1: 62% Hi and HiAvg and Average Grade 2: 61% Hi and HiAvg and Average
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: 32% Socioeconomically Disadvantaged: 7.69% English Learners: 2.78% Students with Disabilities: 6.25% 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: 37% Socioeconomically Disadvantaged: 12.69% English Learners: 7.78% Students with Disabilities: 11.25% Homeless Youth: 28%

## 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, Teachers, TOSA, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA salaries and benefits/District Funded
<b>Amount</b>	1250
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	supplemental curriculum materials, technology, and STAR reading assessment
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	District provided professional development opportunities
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers will meet during designated PLC time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF- Supplemental Funds

### 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Progress Monitoring Materials/District Funded
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute teachers provided to cover classrooms while teachers attended Student Success team meetings to review/analyze student achievement data.
<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	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

English Learners, Foster Youth, Low Income

## Timeline

Ongoing

**Person(s) Responsible**

Principal, Teachers, Staff, Students

**Proposed Expenditures for this Strategy/Activity**

**Amount** 33,633

**Source** LCFF - Supplemental

**Budget Reference** 1000-1999: Certificated Personnel Salaries

**Description** Certificated Hourly Salaries and Benefits

**Amount** 250

**Source** LCFF - Supplemental

**Budget Reference** 4000-4999: Books And Supplies

**Description** Materials for Intervention Program

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Mathematics

### Goal Statement

All students and student subgroups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging 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
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%.
Grades 1-2: Results from Spring 2024 NWEA results.	Grades 1-2: Percentage of students scoring "HiAvg" or "Hi" as measured by Spring 2023 NWEA Math Assessment. 30% First Grade 36% Second Grade	The percentage of students scoring "HiAvg" or "Hi" will increase by 5% as measured by NWEA Math Assessment. Goal for Spring 2023: 35% First Grade 41% Second Grade
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 will increase by 5% as measured by 2023 CAASPP Math Assessment. Grade Level Goals: 38% Third Grade 26% Fourth Grade 14% Fifth Grade 35% Sixth Grade	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

Metric/Indicator	Baseline	Expected Outcome
	<p>For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Math Assessment. Goals:</p> <p>All: 32.51%</p> <p>By Subgroup</p> <p>SpEd: 3.13%</p> <p>English Learner: 5.56%</p> <p>Ever-EL: 12.58%</p> <p>Low SES: 7.69%</p>	<p>Met or Exceeded Standard in Mathematics:</p> <p>43% Third Grade</p> <p>31% Fourth Grade</p> <p>19% Fifth Grade</p> <p>40% Sixth Grade</p> <p>For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Math Assessment. Goals:</p> <p>All: 37.51%</p> <p>By Subgroup</p> <p>SpEd: 8.13%</p> <p>English Learner: 10.56%</p> <p>Ever-EL: 17.58%</p> <p>Low SES: 12.69%</p>

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in 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.

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, Students with Disabilities, English Learners

### Timeline



Ongoing

### Person(s) Responsible

Principal, sTOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA/District funded/Reported under E/LA Goal
<b>Amount</b>	200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental curriculum materials and technology
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math club and math bowl team supplies. Math incentives.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

### Strategy/Activity 2

#### B. PLC/Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. 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, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF - Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Specials Teachers to provide time for PLC meetings/district funded

Amount

0

Source

LCFF - Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Substitutes for SST meetings. Expenditure Listed on Goal #1

### Strategy/Activity 3

#### C. Academic Intervention (Tier 2)

Through the PLC process, teacher teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. The 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

English Learners, Foster Youth, Low Income

### Timeline

Ongoing

### Person(s) Responsible

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	On-line Math programs for Math Intervention and Support/District Funded
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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 2022-2023: 92.78%	Increase attendance rate to 96% for "All" students.
Chronic absenteeism rate	Chronic Absenteeism Rate 2022-2023: 21.7% All Students 27.78% English Learners 25% Low Income Students 0% Foster Youth 57.14% Homeless Youth	Decrease Chronic Absenteeism by 5% for "All" students and each subgroup Chronic Absenteeism Rate Goals for 2021-2022: 16.7% All Students 22.78% English Learners 20% Low Income Students 0% Foster Youth 52.14% Homeless Youth

### Planned Strategies/Activities

#### Strategy/Activity 1

A. School Culture and Communication with Students

Continue communication with students and parents/guardians on the importance of school attendance.

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, Teachers, Staff, Parents, Students

### **Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	250
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance incentives

### **Strategy/Activity 2**

B. School Programming and Communication with Families

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize office staff, school counselor, and community liaison to work with students and families on improved attendance. 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**

Students identified as chronically absent

### **Timeline**

Ongoing

### **Person(s) Responsible**

Principal, Teachers, Staff, Parents

### **Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School Based Counselor works with families and students to improve student attendance.

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison works with families to improve student attendance.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments/Family Engagement

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide 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	Fall 2023 Result: 483 families have contactable data in Parent Square. (99% of families are enrolled in Parent Square)  Fall 2023 Results:  Student Survey: 76.99% that there were adults at school we really care about them, 69.02% of students indicated that someone notices when they are not there 81.41% of adults listen to when I have something to say, 77.87% indicated there is an adult there for me if I have a problem or concern (goal met) 76.99% of students believe that there are adults at school who believe that they will be a success.  Parent Survey: 88.06% of parents indicated they agree or strongly agree school staff communicates with parents about	Maintain 99-100% parent participation in Parent Square for school/home communication.  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
	<p>what is happening in the school. (goal met)</p> <p>86.57% indicated that teachers communicate with parents about what students are expected to learn.</p> <p>87.32% of parents feel welcome to be involved in the school.</p> <p>83.58% of parents indicated there is someone at school to talk to with a problem or concern.</p> <p>76.87% of parents indicated school staff take parent concerns seriously.</p>	

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the onset of the 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 Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaisons, Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Information will be distributed via email, Parent Square, and in teacher/school presentations to parents.
<b>Amount</b>	0



<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum for weekly lessons (SEE Learning)
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	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, Teachers, Office Staff, Technology Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Effective communication tools to increase parent involvement, including but not limited to Parent Square.
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Community Liaison to assist with interpretation, parent phone calls, and meetings.
<b>Amount</b>	0
<b>Source</b>	District Funded

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Child Care for Title 1/SSC/ELAC Meetings

### Strategy/Activity 3

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 platforms 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Funds for speaker and other expenses associated with the cost of parent education events.

# 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 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
Suspension/ Expulsion Rate	2022-2023 0% Expulsion Rate  Spring 2023 Results: Suspension Rate for 2022-23: All Students: 4.67% English Learners: 5.56% Foster Youth: 20% Homeless Youth: 28.7% Socioeconomically Disadvantaged(SED): 18.75% Students with Disabilities (SWD): 18.64%	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, and Math Super Bowl team.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Materials and supplies for performances, events, and activities to support extracurricular activities
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program

### Strategy/Activity 2

#### B. Social/Emotional Learning and Support

Regular lessons in social/emotional learning will be planned: 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Counseling services (Tier 1 - Counseling with a school based PPS credentialed counselor)
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Counseling Services (Tier 1 - Counseling with School Psychologist)
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Consultation and support from District Behavior Specialist (For general education and special education students displaying Tier 2 and Tier 3 level behaviors)
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Curriculum/District Funded

## 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 activities to promote student inclusivity and connectedness

## 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Character and Health education
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide extracurricular clubs and activities to promote student inclusivity and connectedness

## Strategy/Activity 4

D. Education in Digital Citizenship

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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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**

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Radios, walkie-talkies, PBIS major and minor forms, and other communication devices/supplies to be utilized 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	38,583.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	\$38,083	0.00
Site Formula Funds	500	0.00
Other	0	0.00



# Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	38,083.00
Site Formula Funds	500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,133.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	3,950.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	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
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	34,133.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,950.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	0.00
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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jonathan Dollahite	Principal
Shannon Day	Classroom Teacher
Jamie Duft	Classroom Teacher
Emma Savaso	Classroom Teacher
Leslie Fennell	Other School Staff
Juan Perez	Parent or Community Member
Nicole Doty	Parent or Community Member
Christina Espinoza	Parent or Community Member
Cari Molina	Parent or Community Member
Jessica Salamacha	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 9, 2022.

Attested:

Principal, Jonathan Dollahite on 11/15/23

SSC Chairperson, Juan Perez on 11/15/23

# Addendum

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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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.



# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

School Year: **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.

<b>School Name</b>	Lakeview Junior High School
<b>Address</b>	3700 Orcutt Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045751
<b>Principal</b>	Kelly Osborne
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	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: 64.6% Hispanic, 0.5% American Indian/Alaskan Native, 1.4% Asian, 1.6% Filipino, 1.4% Black/African American, 23.9% White, 4.7% Two or More Races, and 1.2% declined to state.

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 Races	6.1%	7.25%	4.75%	30	34	21
<b>Total Enrollment</b>				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
<b>Total Enrollment</b>	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	1528.6	1550.5	1548.9	1534.7	1554.2	1545.7	1522.0	20	23	21
8	1590.0	1571.2	1537.3	1592.6	1590.9	1539.8	1586.8	1551.1	1534.3	16	16	16
All Grades										36	39	37

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	4.76	55.00	30.43	42.86	15.00	34.78	47.62	5.00	4.35	4.76	20	23	21
8	56.25	37.50	31.25	31.25	37.50	37.50	6.25	12.50	12.50	6.25	12.50	18.75	16	16	16
All Grades	38.89	33.33	16.22	44.44	33.33	40.54	11.11	25.64	32.43	5.56	7.69	10.81	36	39	37

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	28.57	60.00	39.13	61.90	5.00	13.04	4.76	5.00	4.35	4.76	20	23	21
8	56.25	56.25	43.75	31.25	25.00	31.25	12.50	6.25	6.25	0.00	12.50	18.75	16	16	16
All Grades	41.67	48.72	35.14	47.22	33.33	48.65	8.33	10.26	5.41	2.78	7.69	10.81	36	39	37

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	0.00	35.00	17.39	9.52	45.00	39.13	52.38	10.00	21.74	38.10	20	23	21
8	25.00	6.25	0.00	50.00	31.25	43.75	18.75	43.75	25.00	6.25	18.75	31.25	16	16	16
All Grades	16.67	15.38	0.00	41.67	23.08	24.32	33.33	41.03	40.54	8.33	20.51	35.14	36	39	37



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	0.00	60.00	73.91	66.67	5.00	21.74	33.33	20	23	21
8	31.25	18.75	6.25	62.50	75.00	68.75	6.25	6.25	25.00	16	16	16
All Grades	33.33	10.26	2.70	61.11	74.36	67.57	5.56	15.38	29.73	36	39	37

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	90.48	25.00	13.04	4.76	5.00	13.04	4.76	20	23	21
8	81.25	81.25	81.25	18.75	6.25	0.00	0.00	12.50	18.75	16	16	16
All Grades	75.00	76.92	86.49	22.22	10.26	2.70	2.78	12.82	10.81	36	39	37

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	0.00	55.00	43.48	52.38	25.00	39.13	47.62	20	23	21
8	43.75	25.00	18.75	50.00	31.25	25.00	6.25	43.75	56.25	16	16	16
All Grades	30.56	20.51	8.11	52.78	38.46	40.54	16.67	41.03	51.35	36	39	37

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	9.52	85.00	69.57	76.19	5.00	8.70	14.29	20	23	21
8	12.50	12.50	0.00	81.25	81.25	81.25	6.25	6.25	18.75	16	16	16
All Grades	11.11	17.95	5.41	83.33	74.36	78.38	5.56	7.69	16.22	36	39	37

**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
<b>469</b>	<b>38.8</b>	<b>9.0</b>	<b>0.9</b>
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:**

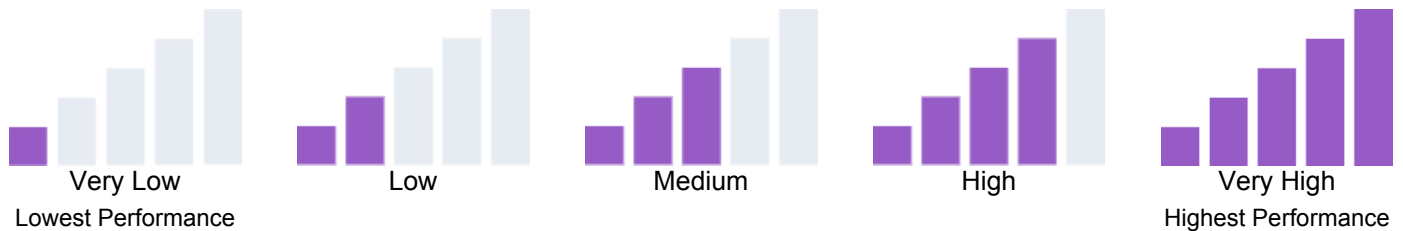
1. The total number of students at Lakeview continues to decline.
2. There has been an increase in students qualifying as Socioeconomically Disadvantaged at Lakeview due to additional families qualifying for free/reduced lunch.

# School and Student Performance Data

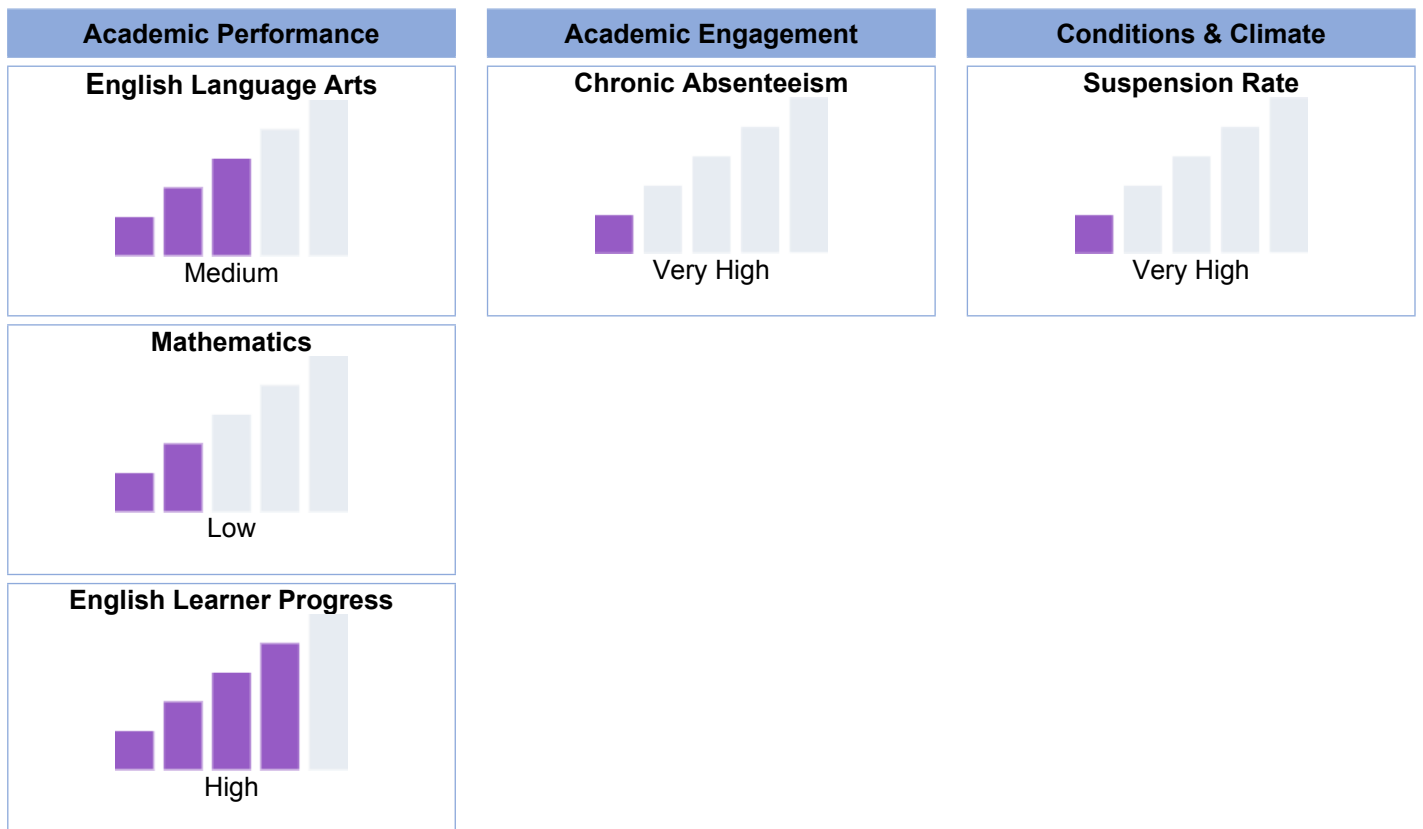
## Overall Performance

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



#### Conclusions based on this data:

- English Language Arts performance (6.6 points below standard) was lower than the district's performance (1.4 below standard) (orange on dashboard).
- Math performance (24.4 points below standard) was lower than the district's performance (18.2 points below standard).

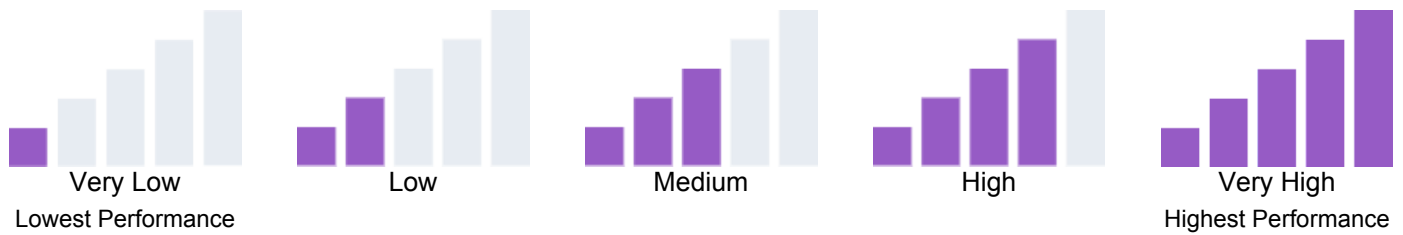
3. More students were chronically absent (9.2%) as compared with the district (8.4%).

# School and Student Performance Data

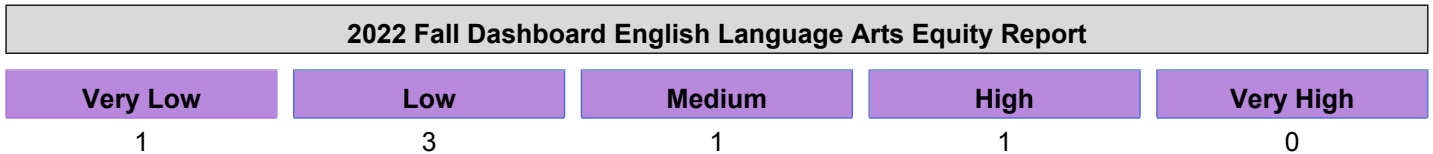
## Academic Performance English Language Arts

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](#).

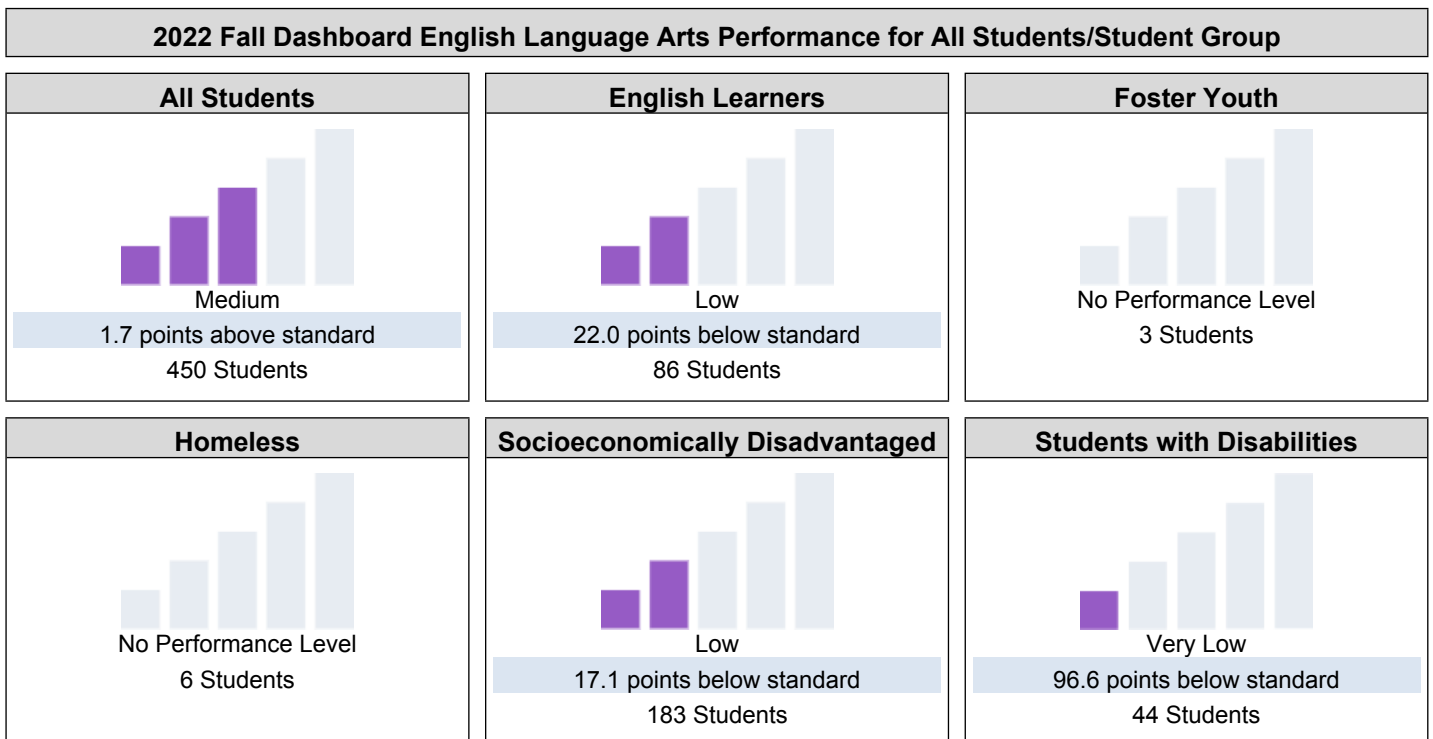
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



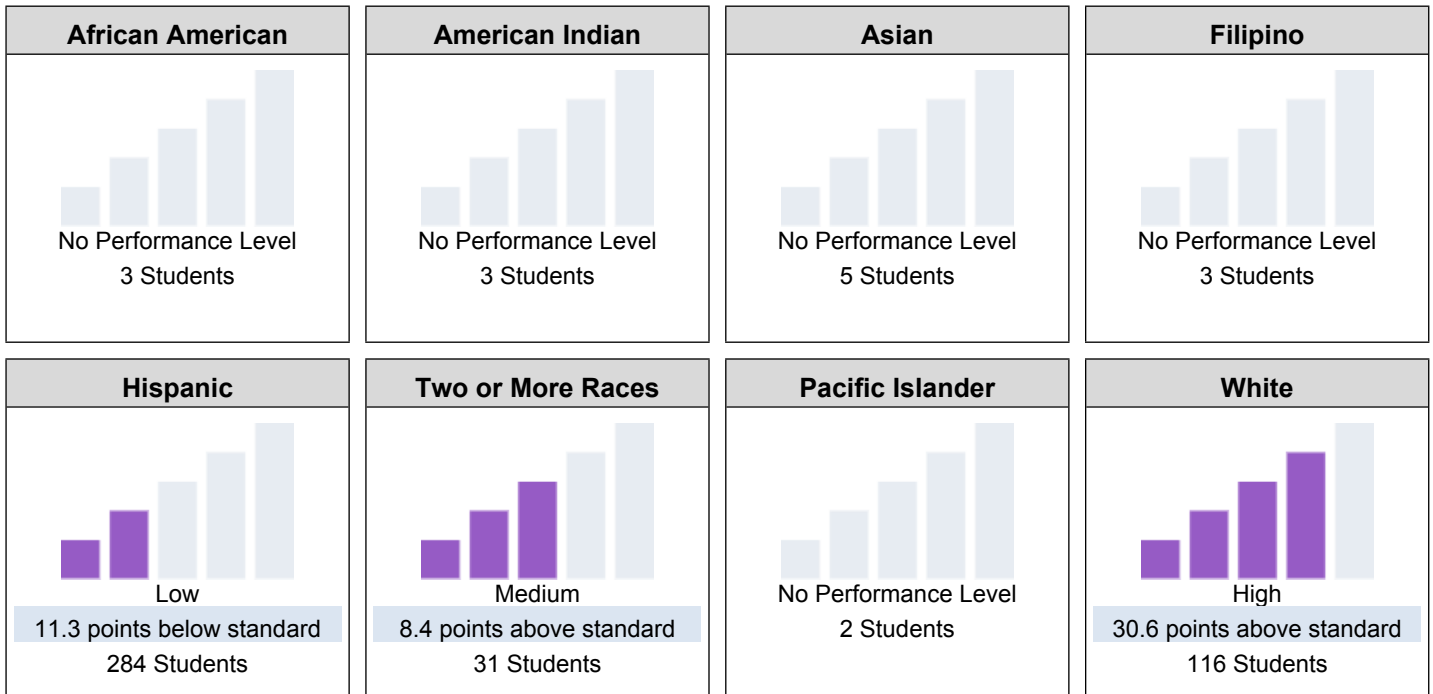
This section provides number of student groups in each level.



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 by Race/Ethnicity**



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:**

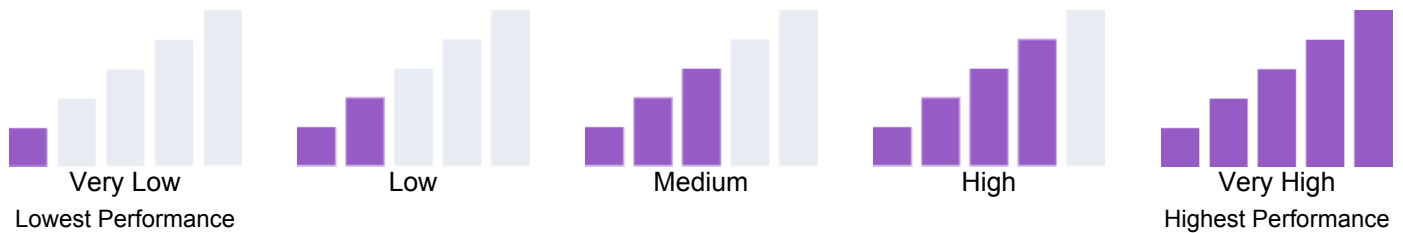
1. In the area of English Language Arts, increases in growth were demonstrated by the Socioeconomically Disadvantaged subgroup (4.6 point increase). However, Students with Disabilities declined significantly (18.6 point decrease).
2. In the area of English Language Arts, one group showed dramatic growth overall: English Learners, who increased 25.3 points (went to yellow on dashboard).

# School and Student Performance Data

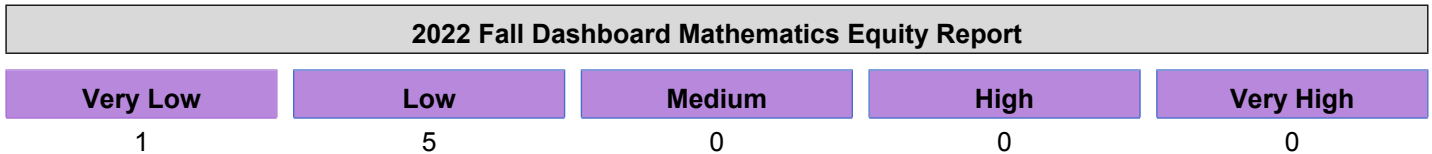
## Academic Performance Mathematics

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](#).

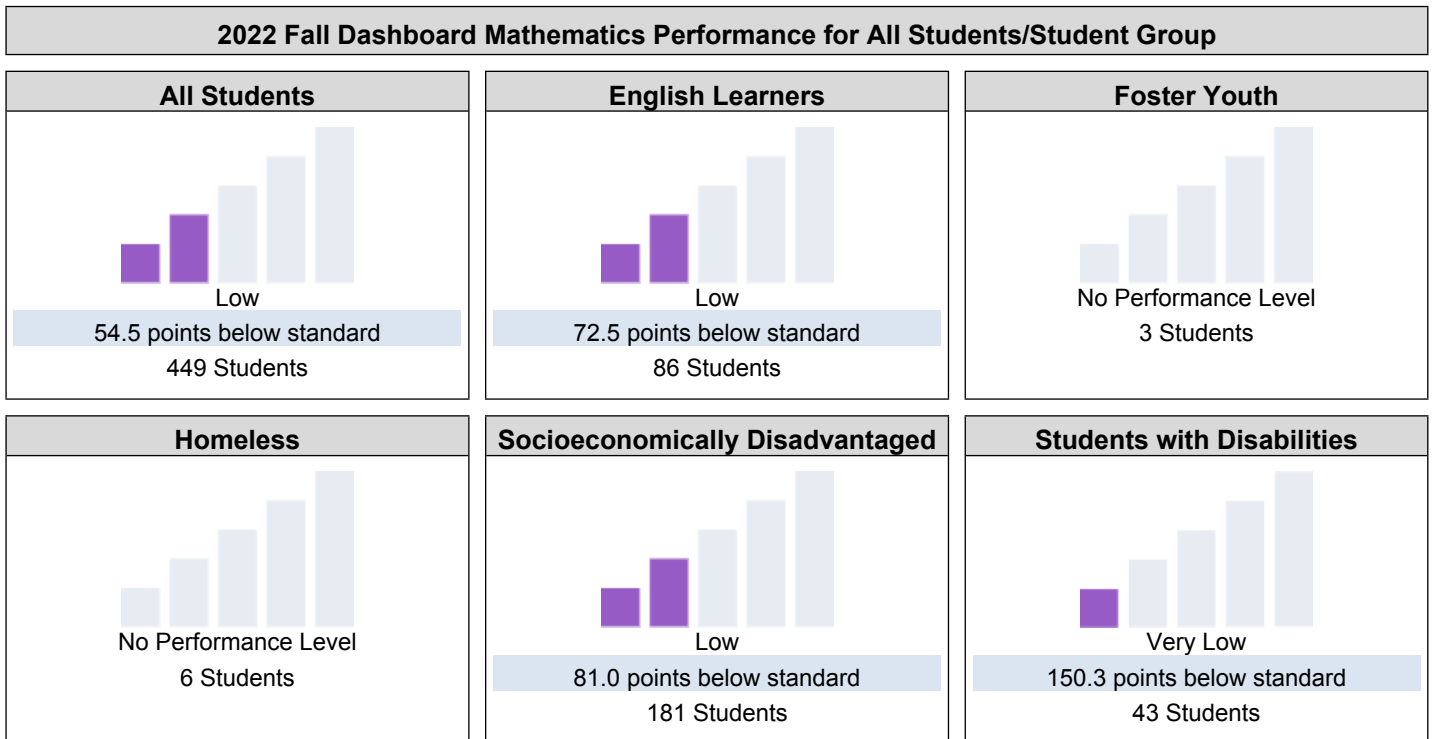
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

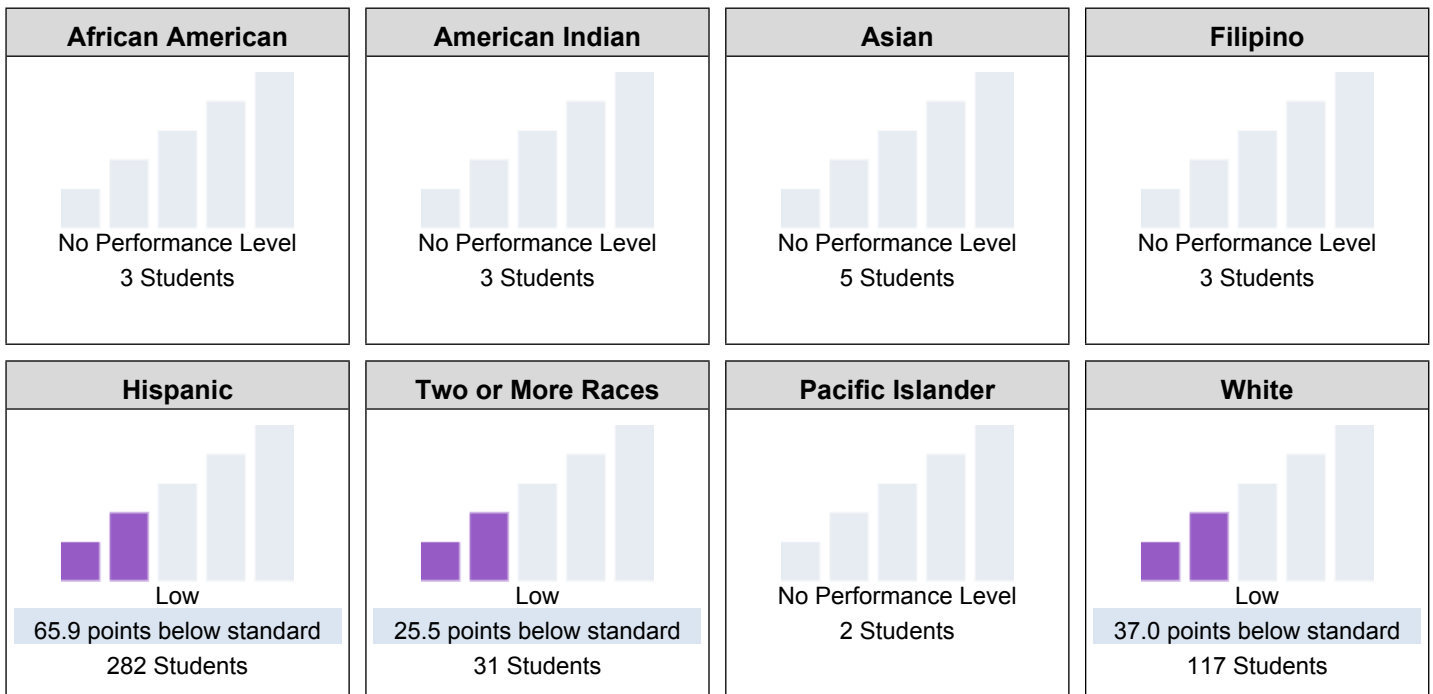


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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
<p style="background-color: #e6f2ff;">131.5 points below standard</p> <p>32 Students</p>	<p style="background-color: #e6f2ff;">37.6 points below standard</p> <p>54 Students</p>	<p style="background-color: #e6f2ff;">51.7 points below standard</p> <p>333 Students</p>

**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).

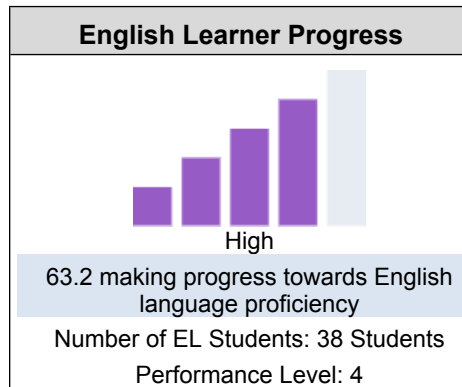
# School and Student Performance Data

## 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



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:

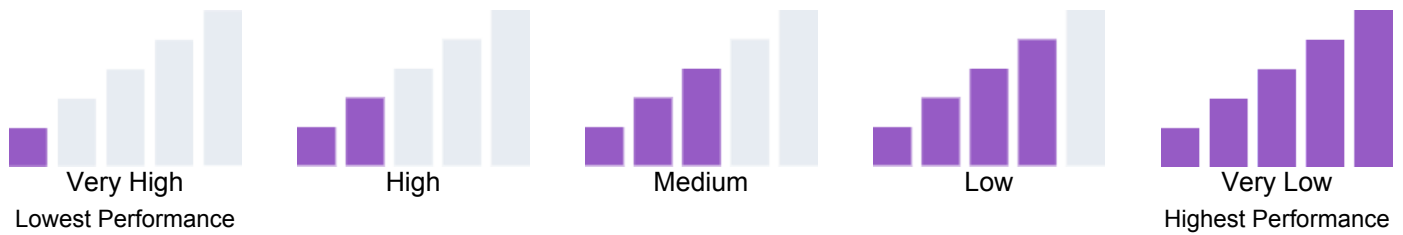
1. A majority of English Learners (60.9%) maintained at Level 4 or progressed at least one level.
2. Approximately 11.8% of English Learners decreased a level. This needs to be addressed through a focus on English Language Development.

# School and Student Performance Data

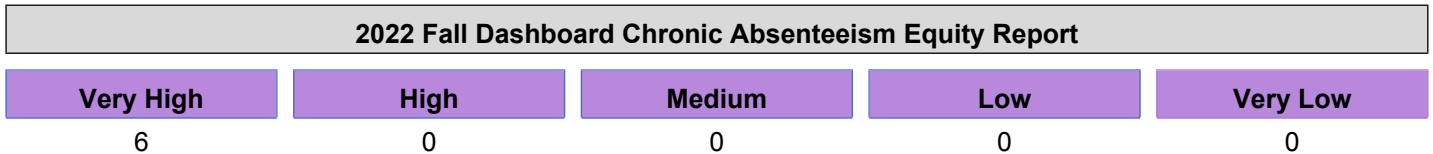
## Academic Engagement Chronic Absenteeism

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](#).

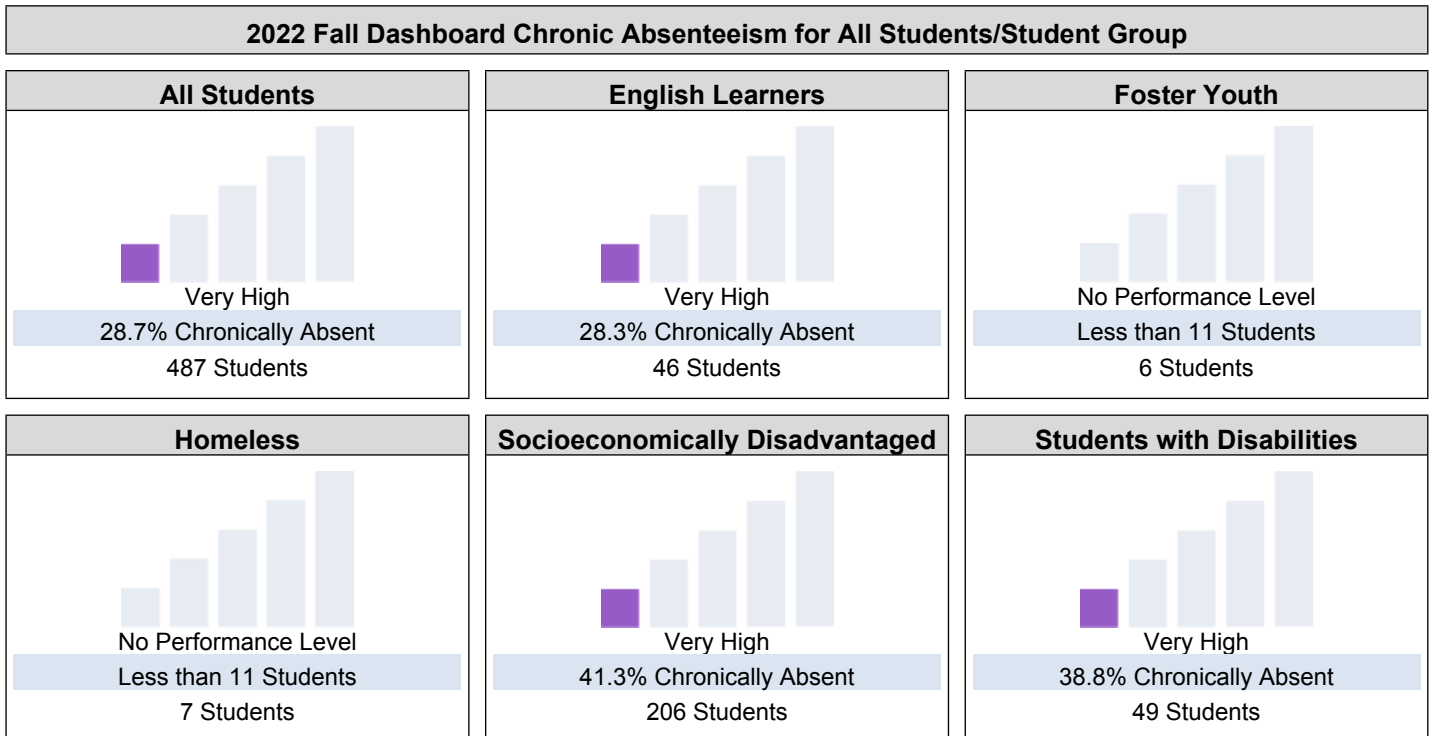
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



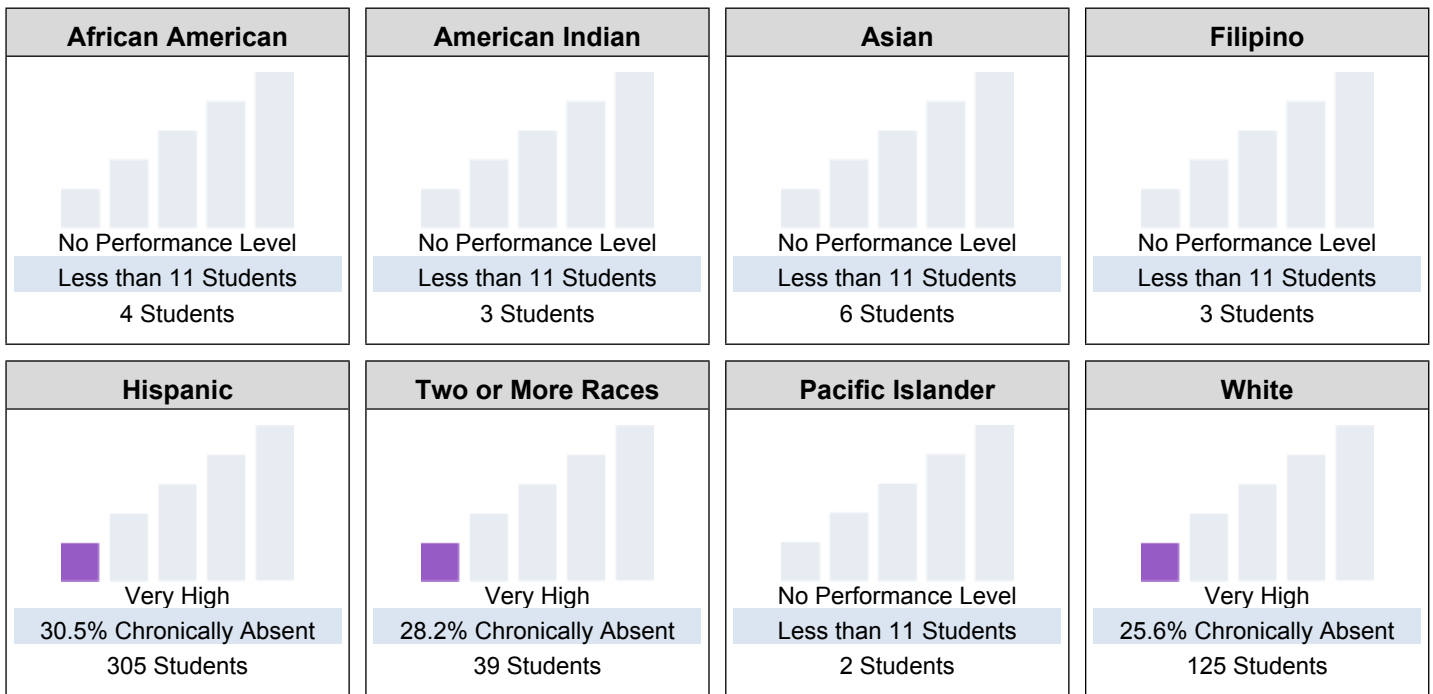
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

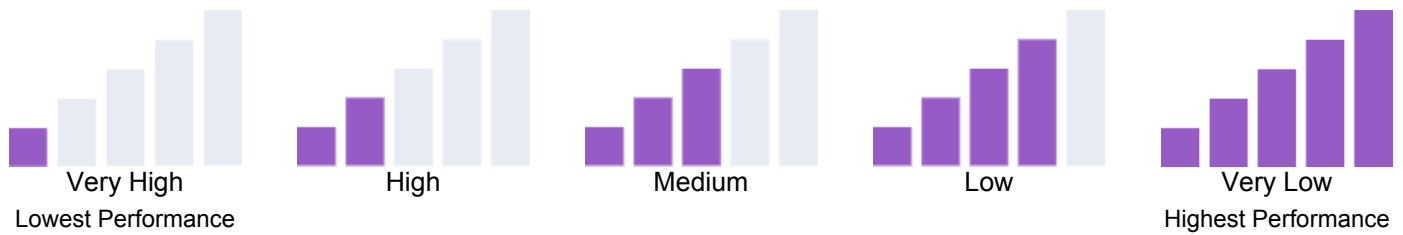
1. Of the student groups, foster youth have the highest rate of chronic absenteeism (35.7%). This is a small group (14 students) but its absenteeism problems need to be addressed.
2. The only subgroup to decline in chronic absenteeism was Two or More Races, which went down 0.7%.
3. All students remains red on the dashboard with a 4.6% increase in the number of students chronically absent.

# School and Student Performance Data

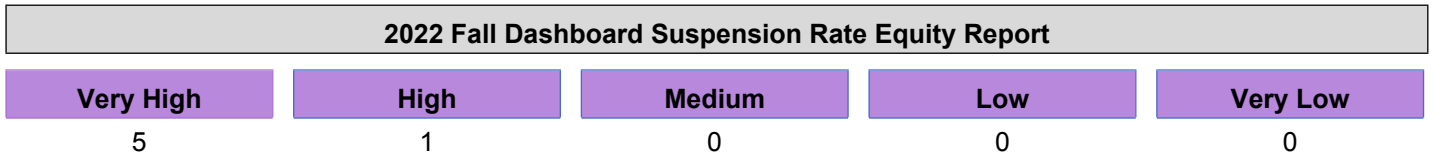
## Conditions & Climate Suspension Rate

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](#).

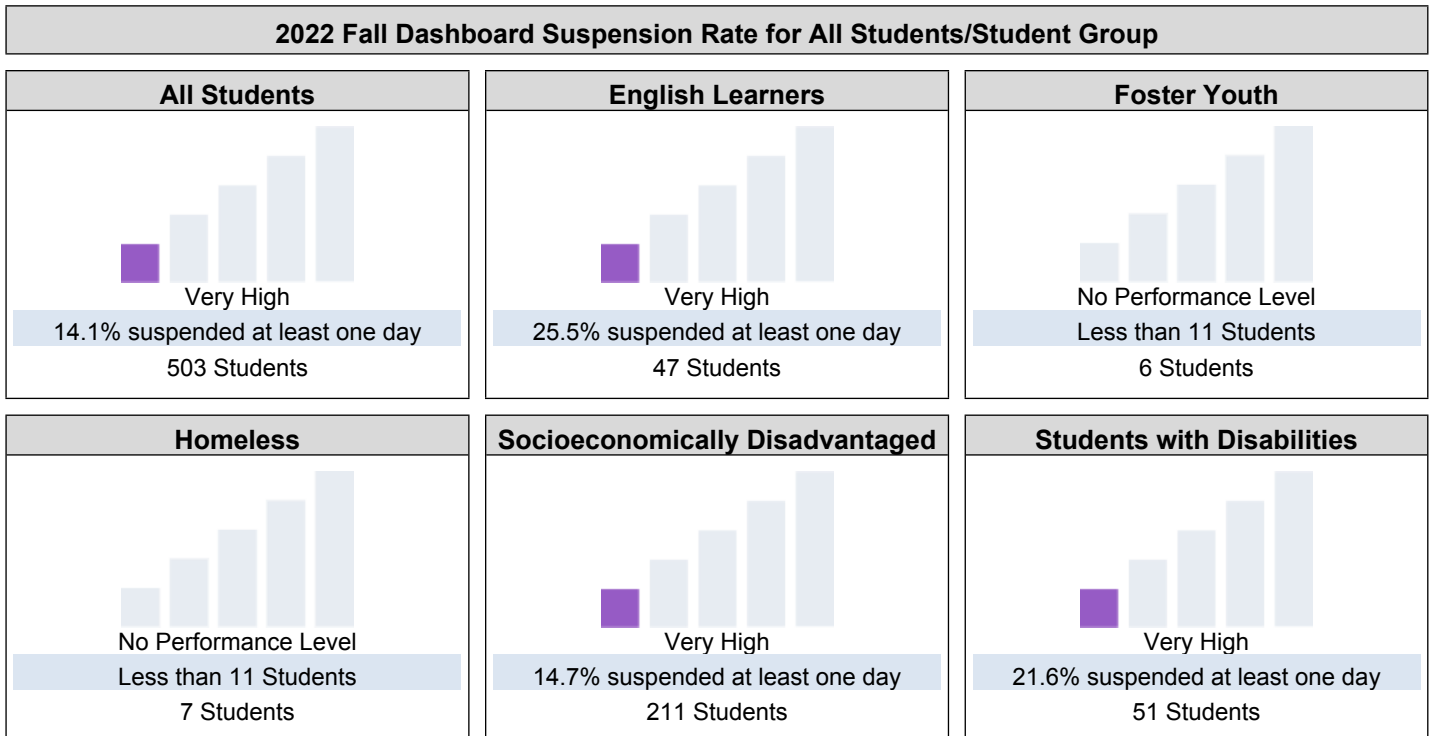
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



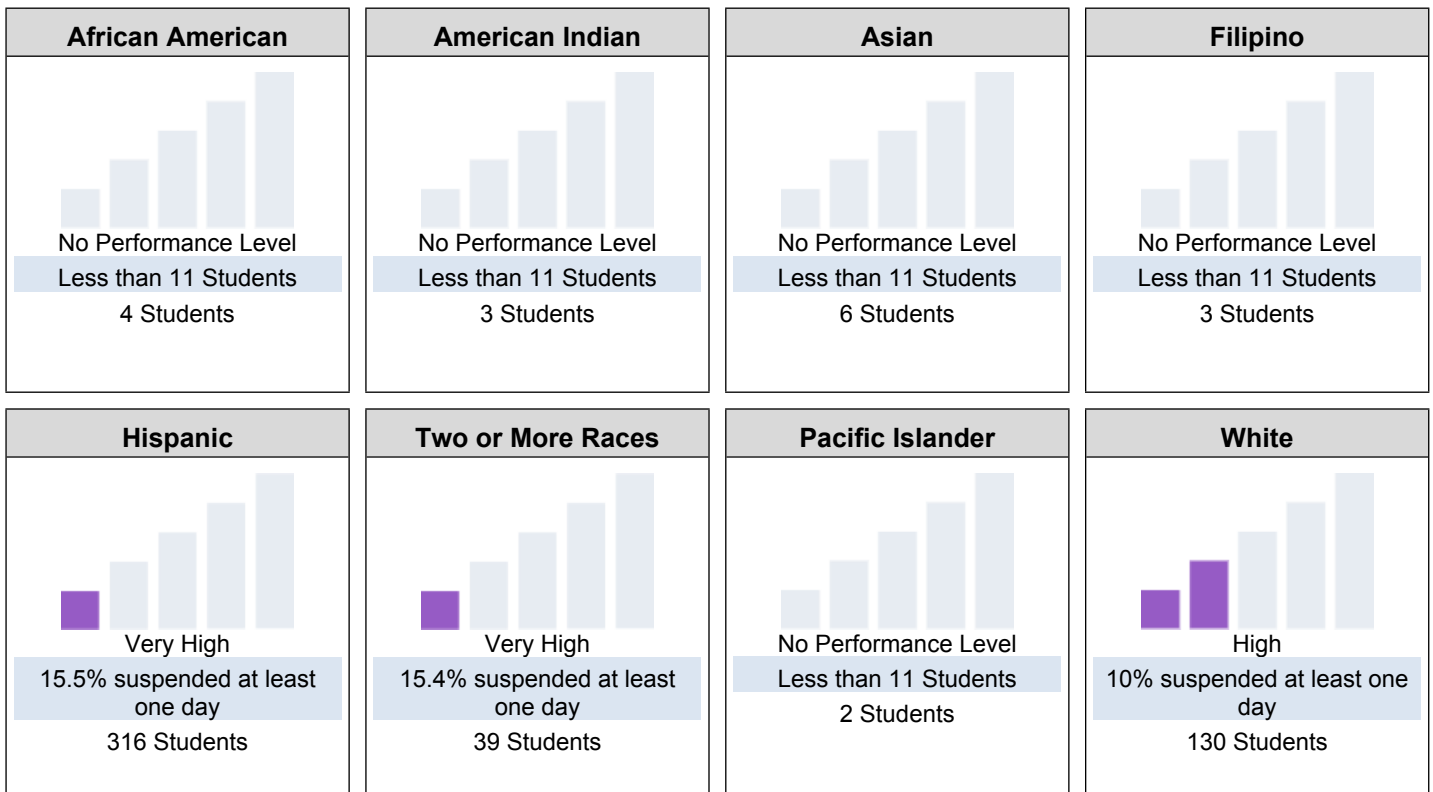
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**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): <ul style="list-style-type: none"> <li>• PLC teams will identify essential common core standards</li> <li>• PLC Teams will establish common instruction and common assessments in ELA geared to the essential California State Standards.</li> <li>• PLC Teams will regularly meet to review and develop</li> </ul>	Established PLC teams met on weekly basis all school year and worked collaboratively on the following tasks: <ul style="list-style-type: none"> <li>• Identification of essential standards</li> <li>• Establishing common instruction and common formative assessments in ELA geared to the essential standards</li> <li>• Reviewing and developing instruction and lessons in ELA</li> </ul>	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
<p>instruction and lessons in ELA.</p> <ul style="list-style-type: none"> <li>• PLC Teams will regularly meet to evaluate student progress.</li> </ul> <p>PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.</p>	<ul style="list-style-type: none"> <li>• Evaluating student progress</li> </ul> <p>PLC teams utilized the Go Formative online program for developing and administering common formative assessments.</p>		
<p>Teachers will have opportunities to attend California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers also will have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There also will be release time and training focused on reading intervention.</p>	<p>English teachers attended the annual California Association of Teachers of English (CATE) conference.</p>	<p>Conferences and workshops. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 5,000</p>	<p>Conferences and workshops. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2,940</p>
<p>Continue a four-days-per-week intervention period targeting reading intervention for students performing below grade level.</p>	<p>Students continued to have a four-days-per-week intervention period for targeted reading intervention for students performing below grade level.</p>	<p>Software for ELA intervention and support including Newsela software licenses and training 4000-4999: Books And Supplies LCFF - Supplemental 5000</p> <p>Reading/ELA Intervention materials and technology 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 2347</p>	<p>NewsELA Subscription 4000-4999: Books And Supplies LCFF - Supplemental 4,800</p> <p>Reading/ELA Intervention materials and technology 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 3,500</p>



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  Release time, professional development, conferences, and technology training that supports increased literacy 5800: Professional/Consulting Services And Operating Expenditures 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 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%	<p>Decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.</p> <p>Suspension Rate for 2022-23: 15.08% Suspension Rate (total)</p> <p>Subgroup percentages are as follows:</p> <p>29.17% Special Education            28.57% Socioeconomically Disadvantaged            30.56% English Learners            16.67% Homeless            42.86% Foster Youth</p> <p>.002 % Expulsion Rate (All Students)</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Meaningful Relationships:</p> <p>At the outset of the school year, teachers will focus on establishing relationships and rapport with students. The school's "Dream Believe Act Achieve" theme embraces this.</p> <p>Teacher-student relationships will be focused on academic growth, behavioral attributes of good citizenship, and lifelong learning. The school will</p>	<p>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.</p> <p>Athletics and clubs remained important venues for relationships.</p>	<p>Assemblies, rewards, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly. 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Assemblies, rewards, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly. 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>provide a caring approach to guiding students.</p> <p>As possible, Lakeview will prepare students for real-world experiences. Its approach for behavioral guidance will be well rounded, including incentives for good citizenship and/or academic achievement.</p>	<p>Lakeview added soccer as a springtime sport. Soccer was well received and Lakeview's girls even won the local league championship.</p> <p>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.</p>		
<p>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.</p>	<p>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.</p>	<p>Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 1,642</p>	<p>Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 3,700</p>
<p>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.</p>	<p>After school restorative detention was provided for students two afternoons per week as an alternative to suspension.</p>	<p>Restorative Detention will be run after school two times a week to provide consequences for inappropriate student behavior and avoid suspension. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,800</p>	<p>Restorative Detention will be run after school two times a week to provide consequences for inappropriate student behavior and avoid suspension. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,800</p>
<p>Attend conference or bring in a speaker who can provide strategies focused on working with at-risk students. The goal would be to tie this to Lakeview's PBIS initiative.</p>	<p>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.</p>	<p>Conference focused on working with at-risk youth 5000-5999: Services And Other Operating Expenditures Title I Part A: Targeted Assistance Program 3,500</p>	<p>Conference focused on working with at-risk youth 0</p>

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): <ul style="list-style-type: none"> <li>PLC teams will identify essential common core standards</li> <li>PLC Teams will establish common instruction and common assessments in Math geared to the essential California State Standards.</li> <li>PLC Teams will regularly meet to review and</li> </ul>	Established PLC teams met on weekly basis all school year and worked collaboratively on the following tasks: <ul style="list-style-type: none"> <li>Identification of essential standards</li> <li>Establishing common instruction and common formative assessments in ELA geared to the essential standards</li> <li>Reviewing and developing instruction and lessons in ELA</li> </ul>	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
<p>develop instruction and lessons in Math</p> <ul style="list-style-type: none"> <li>PLC Teams will regularly meet to evaluate student progress.</li> </ul> <p>PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.</p>	<ul style="list-style-type: none"> <li>Evaluating student progress</li> </ul> <p>PLC teams utilized the IXL online program for developing and administering common formative assessments.</p>		
<p>Teachers will participate in math staff development such as districtwide articulation, district- and county-provided inservices, and observations of exemplary programs with a focus on strategies for increasing numeracy, incorporating STEAM, and other areas identified through student achievement data. Math teachers will continue to identify essential standards, evaluating all available assessment data, and incorporating common assessments.</p>	<p>The Math Department participated in three days of training with district math consultant Elizabeth Hammonds. Hammonds also did classroom observations to guide support.</p>	<p>Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 8,000</p> <p>Materials to support concepts learned through professional development, workshops and observations of exemplary programs 4000-4999: Books And Supplies LCFF - Supplemental 5,000</p>	<p>Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p> <p>Materials to support concepts learned through professional development, workshops and observations of exemplary programs 4000-4999: Books And Supplies LCFF - Supplemental 0</p>
<p>Increased educational opportunities will be provided: After school math tutoring with one of our certificated teachers during Homework Club throughout the school year.</p>	<p>After school math tutoring was offered three days per week, with one day per week hosted by a credentialed math teacher.</p>	<p>Homework Club will be overseen by a credentialed teacher after school, 3 days per week. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,200</p>	<p>Homework Club will be overseen by a credentialed teacher after school, 3 days per week. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental</p>
<p>Continue implementation of Zearn online program for math intervention during the school day.</p>	<p>Continued use of Zearn for math intervention throughout the school day.</p>	<p>Software Licenses and technology to aid math instruction and intervention 4000-4999: Books And Supplies Title I Part A: Targeted</p>	<p>Software Licenses and technology to aid math instruction and intervention 4000-4999: Books And Supplies Title I Part A: Targeted</p>

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	<p>Over 98% of parents will Participate in Parent Square.</p> <p>October 2022 - Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (75%), notice when they are not there (70%), listen to them when they have something to say (76%), are there for them when they have a problem or concern (77%), and believe they will be a success (69%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the principal and school staff communicate with parents about what is happening at school (67%), teachers communicate with parents about what students about what students are expected to learn in 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%).</p>	<p>Fall 2023 Result: 427 families have contactable data in Parent Square. (98% of families are enrolled in Parent Square)</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (68%), notice when they are not there (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%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the principal and school staff communicate with parents about what is happening at school (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%).</p>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2022-2023 school year. Regular lessons in social/emotional learning will be planned by our school counselor.</p>	<p>Teachers prioritize making a personal connection with each student.</p> <p>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.</p>		
<p>Support for Families</p> <p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district will maintain the 1:1 technology device ratio to all students for use throughout the school year.</p> <p>The district will provide a range of parent education offerings via Zoom, other virtual platforms and in-person.</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>District provided parent education nights None Specified District Funded 0</p>	<p>District provided parent education nights None Specified District Funded 0</p>

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	<p>Decrease Chronic Absenteeism by 2% for "All" students and each subgroup.</p> <p>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</p>	<p>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)</p> <p>All goals for subgroups were met. While overall absenteeism decreased, it did not meet the goal of decreasing by 2%.</p>

## 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	This will occur during weekly late start PLC time as well as the November and March staff development day. Support for PLC Lead Teachers (stipend) is provided by the district using LCFF Supplemental funds.

### Strategy/Activity 2

Teachers will have opportunities to attend California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers also will have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There also will be release time and training focused on reading intervention.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences and workshops.



### Strategy/Activity 3

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

<b>Amount</b>	5000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Software for ELA intervention and support including Newsela software licenses and training
<b>Amount</b>	5000
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

<b>Amount</b>	2,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	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

<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

<b>Amount</b>	3,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

<b>Amount</b>	3,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Restorative Detention will be run after school two times a week to provide consequences for inappropriate student behavior and avoid suspension.

# 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	This will occur during weekly late start PLC time as well as the staff development days.

### Strategy/Activity 2

Teachers will participate in math staff development such as districtwide articulation, district- and county-provided inservices, and observations of exemplary programs with a focus on strategies for increasing numeracy, and other areas identified through student achievement data. Math teachers will continue to identify essential standards, evaluating all available assessment data, and incorporating common assessments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations
<b>Amount</b>	5,000

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

<b>Amount</b>	3,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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

<b>Amount</b>	5,000
<b>Source</b>	Title I Part A: Targeted Assistance Program
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Software Licenses and technology to aid math instruction and intervention



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey	<p>October 2022 - Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (75%), notice when they are not there (70%), listen to them when they have something to say (76%), are there for them when they have a problem or concern (77%), and believe they will be a success (69%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the principal and school staff communicate with parents about what is happening at school (67%), teachers communicate with parents about what students about what students are expected to learn in</p>	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.

**Metric/Indicator****Baseline****Expected Outcome**

class (75%), parents feel welcomed to be involved in the school (61%), there's someone at the school parents can talk to if they have a problem or concern (58%), and school staff will take parent concerns seriously (58%).

**Planned Strategies/Activities****Strategy/Activity 1**

Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2022-2023 school year. Regular lessons in social/emotional learning will be planned by our school counselor.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Bilingual Community Liaison, Office Staff, Counselor

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 2**

Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will maintain the 1:1 technology device ratio to all students for use throughout the school year.

The district will provide a range of parent education offerings via Zoom, other virtual platforms and in-person.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Office Staff, Technology Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	District provided parent education nights

### Strategy/Activity 3

Begin the year with Trojan Trek and push for online data verification for all parents. This will get parents involved in the school prior to the school year that is starting.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022

### Person(s) Responsible

Admin/Staff/PTSA/District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Trojan Trek is a pre-school orientation day.

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Academic Engagement: Student Attendance and Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

### LCAP Goal

Provide a rich diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	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

<b>Amount</b>	750
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide certificates, lunch celebration, and incentives

### Strategy/Activity 2

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Admin/Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Santa Barbara County School Attendance Review Board

### Strategy/Activity 3

Provide support services through counseling for students in need

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

**Person(s) Responsible**

Administration and School Counselor

**Proposed Expenditures for this Strategy/Activity****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**

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 8, 2023.

Attested:

Principal, Kelly Osborne on 11/08/2023

SSC Chairperson, Karen Ebner on 11/08/2023

# Addendum

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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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).



## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

School Year: **2023-24**

# Orcutt JUNIOR HIGH



**MUSTANGS**

## School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Orcutt Junior High School
<b>Address</b>	608 Pinal Street Orcutt, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045785
<b>Principal</b>	Joe Schmidt
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	November 8, 2023

**Schoolsite Council (SSC) Approval Date**

November 28, 2023

**Local Board Approval Date**

December 13, 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

The vision and mission of Orcutt Junior High School is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

## Vision Statement

We envision an Orcutt Junior High School where:

Students come first on a campus that

- Provides a caring and supportive environment
- Has high expectations for achievement and conduct of all members of the school community
- Accommodates individual needs in a timely manner

All students and staff learn through access to

- Rigorous core curriculum in all disciplines
- Current technology and ongoing training in the use of that technology
- Extracurricular and professional development opportunities

Communication among all members of the campus community is promoted through

- Formal and informal processes for staff communication/idea sharing
- Ongoing opportunities for students to develop and exhibit communication skills
- Active parental participation in the education process

Our campus environment accommodates the needs of our population by

- Instilling and fostering school pride
- Providing a clean, safe campus
- Maintaining well designed and arranged classrooms
- Promoting an ongoing campus beautification program

# School Profile

Orcutt Junior High School is located in the northern region of Santa Barbara County, in the unincorporated town of Orcutt just south of the city of Santa Maria. It serves students in grades seven and eight following a traditional calendar. For the 2023-2024 school year, 489 students are enrolled, including 13.29% in Special Education, 4.5% English Learners, and 41.1% socioeconomically disadvantaged. Ethnic composition of the student body is 48.7% Hispanic, 36.0% White, 8.8% Multiple Races, 1.6% Black/African American, 1.0% Asian, 0.8% Filipino, 0.4% American Indian/Alaskan Native, 0.4% Hawaiian/Pacific Islander, and 2.7% declined to state.

The culture of Orcutt Junior High School reflects a commitment that all students can learn and encourages all students to be academically successful. Our classes are heterogeneously grouped and raising the level of student achievement defines our most important effort. In each academic department, students know what the state mandated content standards are because they are posted in the classroom, listed in their textbooks or kept in their notebooks. Underperforming students are identified early in the school year and interventions like reading, or math support classes are established. Students are also involved in an Extended Learning Opportunity intervention block that is designed to provide the extra help in ELA and math needed to guarantee academic success in high school and college. In other academic areas, our Local Control and Accountability (LCFF) funds have been used extensively to provide resource materials and conference opportunities for teachers to meet the needs of their students.

Of the 23 full-time certificated teachers on campus, four work solely with resource, SDC, and/or other special education students. The professional learning community unites administrators and school staff in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, analyze test results, and participate in decision making. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Three staff development days and weekly late start Wednesdays allow teachers to collaborate in both subject and grade level. In these meetings departments determine key standards, collaborate lesson pacing, develop common assessments, and analyze student data from these common assessments. As a school, our departments work closely to develop curriculum that is meeting the needs of all students. Many teachers are available during lunch, as well as before and after school, to assist students. Academic interventions

include reading and grade level math support as well as targeted, intensive intervention during our weekly intervention block (ELO) four times a week for students who did not meet essential learning standards as identified by teachers. Teachers have attended technology and subject specific conferences to stretch their abilities and add to their classroom interactions with students and parents. The OJHS staff is constantly looking for ways to assist students and intervene early to help students perform at the best of their ability. All teachers on campus open their classrooms before school, after school and at lunch to assist all students. In addition to statewide testing, students at OJHS are assessed through NWEA two times per year. Students are given assessments in language, reading and mathematics. NWEA assessment data gives vital information to teachers in order to facilitate increased student learning. The CAASSP is another assessment used to determine student learning.

The mission of the Orcutt Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following date:

August 30, 2023

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions and climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

November 17, 2023: Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data.

November 9, 2023: Met with PTSA to share school site goals and proposed SPSA.

October 10, 2023: Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures.

November 17, 2023: Met with SSC to review and approve SPSA.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	1.02%	0.21%	5	5	1
African American	0.4%	0.61%	1.07%	2	3	5
Asian	1.7%	1.43%	0.85%	8	7	4
Filipino	1.0%	0.81%	1.07%	5	4	5
Hispanic/Latino	47.8%	48.07%	46.37%	232	236	217
Pacific Islander	0.2%	%	0%	1	0	0
White	41.4%	40.53%	39.96%	201	199	187
Multiple Races	5.6%	6.31%	7.69%	27	31	36
<b>Total Enrollment</b>				485	491	468

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	238	221	246
Grade 8	247	270	222
<b>Total Enrollment</b>	485	491	468

### Conclusions based on this data:

1. OJHS enrollment decreased significantly from the previous year.
2. Enrollment for 2020-2021 reflects declining enrollment and enrollment during the COVID-19 pandemic (distance learning).

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	47	26	24	9.7%	5.3%	5.1%
Fluent English Proficient (FEP)	33	42	46	6.8%	8.6%	9.8%
Reclassified Fluent English Proficient (RFEP)	6			12.8%		

### Conclusions based on this data:

1. Orcutt Junior High's English Learner enrollment continues remains fairly constant each year (8.7%-9.7% of total enrollment)
2. The percentage of students Reclassified as Fluent English Proficient (RFEP) increased significantly over the three year time period (2018-2021: 2.3% to 15.9%)
3. The percentage of students considered Fluent English Proficient increased slightly over the three-year time period (2018-2021: 3.8% to 6.8%)

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	246	216	232	0	207	229	0	207	229	0.0	95.8	98.7
Grade 8	250	274	220	0	267	187	0	267	187	0.0	97.4	85.0
All Grades	496	490	452	0	474	416	0	474	416	0.0	96.7	92.0

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		2558.	2546.		18.36	12.66		39.13	37.99		23.67	27.07		18.84	22.27
Grade 8		2569.	2533.		16.10	13.37		37.45	27.27		24.34	24.06		22.10	35.29
All Grades	N/A	N/A	N/A		17.09	12.98		38.19	33.17		24.05	25.72		20.68	28.13

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		16.43	10.48		66.67	70.31		16.91	19.21
Grade 8		20.60	13.90		57.68	53.48		21.72	32.62
All Grades		18.78	12.02		61.60	62.74		19.62	25.24

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		24.64	24.45		58.94	58.95		16.43	16.59
Grade 8		21.72	13.37		55.81	48.66		22.47	37.97
All Grades		23.00	19.47		57.17	54.33		19.83	26.20

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		10.63	12.66		78.74	70.74		10.63	16.59
Grade 8		18.73	14.97		70.41	70.05		10.86	14.97
All Grades		15.19	13.70		74.05	70.43		10.76	15.87

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		16.91	15.72		68.12	65.07		14.98	19.21
Grade 8		19.85	16.04		68.54	64.17		11.61	19.79
All Grades		18.57	15.87		68.35	64.66		13.08	19.47

**Conclusions based on this data:**

1. Overall achievement on the CAASPP ELA test increased by approximately 1%. OJHS currently has a school-wide focus on close reading, annotating text, and using sentence frames to address needs in the area of ELA. These focus areas are also imperative in supporting our EL subgroup.
2. In comparing like students, we increased slightly (0.8%) in our scores in writing. By continuing to emphasize academic vocabulary and sentence frames, OJHS should be able to increase in the areas of writing by Spring of 2022.
3. OJHS increased slightly (0.7%) in our scores in reading. In addition to our school-wide focus on close reading, particularly annotating text and citing sources, additional support for this area will be through document based questioning strategies in all history classes.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	246	216	231	0	205	227	0	205	227	0.0	94.9	98.3
Grade 8	250	272	221	0	264	184	0	264	184	0.0	97.1	83.3
All Grades	496	488	452	0	469	411	0	469	411	0.0	96.1	90.9

\* 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 7		2530.	2533.		16.10	15.42		21.95	23.35		26.83	29.07		35.12	32.16
Grade 8		2534.	2515.		17.05	13.04		13.26	21.20		29.55	20.65		40.15	45.11
All Grades	N/A	N/A	N/A		16.63	14.36		17.06	22.38		28.36	25.30		37.95	37.96

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		19.02	18.06		45.85	50.22		35.12	31.72	
Grade 8		16.29	15.76		51.52	44.57		32.20	39.67	
All Grades		17.48	17.03		49.04	47.69		33.48	35.28	

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		15.12	14.54		62.44	61.23		22.44	24.23
Grade 8		15.91	10.87		56.44	53.80		27.65	35.33
All Grades		15.57	12.90		59.06	57.91		25.37	29.20

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		14.63	15.42		65.85	65.20		19.51	19.38
Grade 8		14.02	11.96		59.85	53.26		26.14	34.78
All Grades		14.29	13.87		62.47	59.85		23.24	26.28

**Conclusions based on this data:**

1. Overall, OJHS either decreased or stayed the same with mathematics scores.
2. Concepts and Procedures is an area for focused intervention. This year, OJHS has implemented a school-wide focus on intervention by having four 30 minute blocks for math intervention. This emphasis along with document based questioning strategies, and full, school-wide implementation of CPM curriculum should improve performance in this area.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1543.0	*	1557.4	1534.1	*	1560.6	1551.5	*	1553.8	15	6	12
8	1541.3	1562.1	*	1535.8	1567.4	*	1546.0	1556.5	*	19	16	9
All Grades										34	22	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
7	20.00	*	50.00	46.67	*	33.33	26.67	*	8.33	6.67	*	8.33	15	*	12
8	15.79	31.25	*	47.37	43.75	*	26.32	18.75	*	10.53	6.25	*	19	16	*
All Grades	17.65	22.73	33.33	47.06	45.45	28.57	26.47	22.73	23.81	8.82	9.09	14.29	34	22	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
7	20.00	*	58.33	53.33	*	25.00	26.67	*	16.67	0.00	*	0.00	15	*	12
8	26.32	37.50	*	47.37	37.50	*	21.05	25.00	*	5.26	0.00	*	19	16	*
All Grades	23.53	27.27	42.86	50.00	40.91	28.57	23.53	27.27	19.05	2.94	4.55	9.52	34	22	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
7	0.00	*	8.33	53.33	*	33.33	33.33	*	50.00	13.33	*	8.33	15	*	12
8	5.26	0.00	*	31.58	37.50	*	47.37	50.00	*	15.79	12.50	*	19	16	*
All Grades	2.94	0.00	4.76	41.18	31.82	28.57	41.18	50.00	42.86	14.71	18.18	23.81	34	22	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
7	6.67	*	33.33	86.67	*	50.00	6.67	*	16.67	15	*	12
8	10.53	18.75	*	84.21	68.75	*	5.26	12.50	*	19	16	*
All Grades	8.82	13.64	19.05	85.29	68.18	57.14	5.88	18.18	23.81	34	22	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
7	60.00	*	83.33	40.00	*	16.67	0.00	*	0.00	15	*	12
8	63.16	68.75	*	31.58	31.25	*	5.26	0.00	*	19	16	*
All Grades	61.76	59.09	71.43	35.29	36.36	23.81	2.94	4.55	4.76	34	22	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
7	20.00	*	25.00	53.33	*	41.67	26.67	*	33.33	15	*	12
8	15.79	12.50	*	52.63	68.75	*	31.58	18.75	*	19	16	*
All Grades	17.65	9.09	19.05	52.94	63.64	28.57	29.41	27.27	52.38	34	22	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
7	6.67	*	16.67	86.67	*	83.33	6.67	*	0.00	15	*	12
8	0.00	6.25	*	89.47	87.50	*	10.53	6.25	*	19	16	*
All Grades	2.94	9.09	14.29	88.24	86.36	76.19	8.82	4.55	9.52	34	22	21

**Conclusions based on this data:**

1. The data shows that a majority of our English learners overall are Level 3 or Level 4.
2. Our Oral Language and Listening scores show that a majority of our English learners are a Level 3 or Level 4 in these performance areas.
3. The Reading Domain continues to be an area of growth for our English Learners.



# School and Student Performance Data

## Student Population

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
<b>491</b>	<b>31.2</b>	<b>5.3</b>	<b>1.0</b>
Total Number of Students enrolled in Orcutt 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	26	5.3
Foster Youth	5	1.0
Homeless	6	1.2
Socioeconomically Disadvantaged	153	31.2
Students with Disabilities	68	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian	5	1.0
Asian	7	1.4
Filipino	4	0.8
Hispanic	236	48.1
Two or More Races	31	6.3
Pacific Islander		
White	199	40.5

**Conclusions based on this data:**

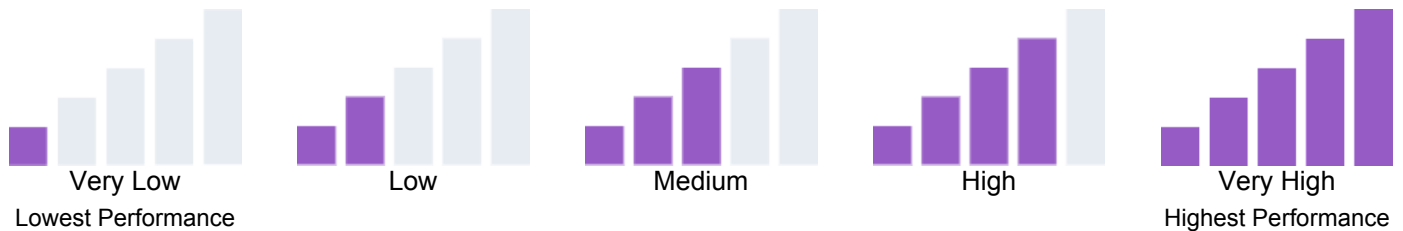
1. Total enrollment for 2019-20 increased from the previous year with exponential increases in SES and EL student groups.
2. Our Socioeconomically Disadvantaged Student Group is by far our largest at 32.5% of our population for 2019-20. This groups is currently (2021-22 school year) 25.93% of our population.

# School and Student Performance Data

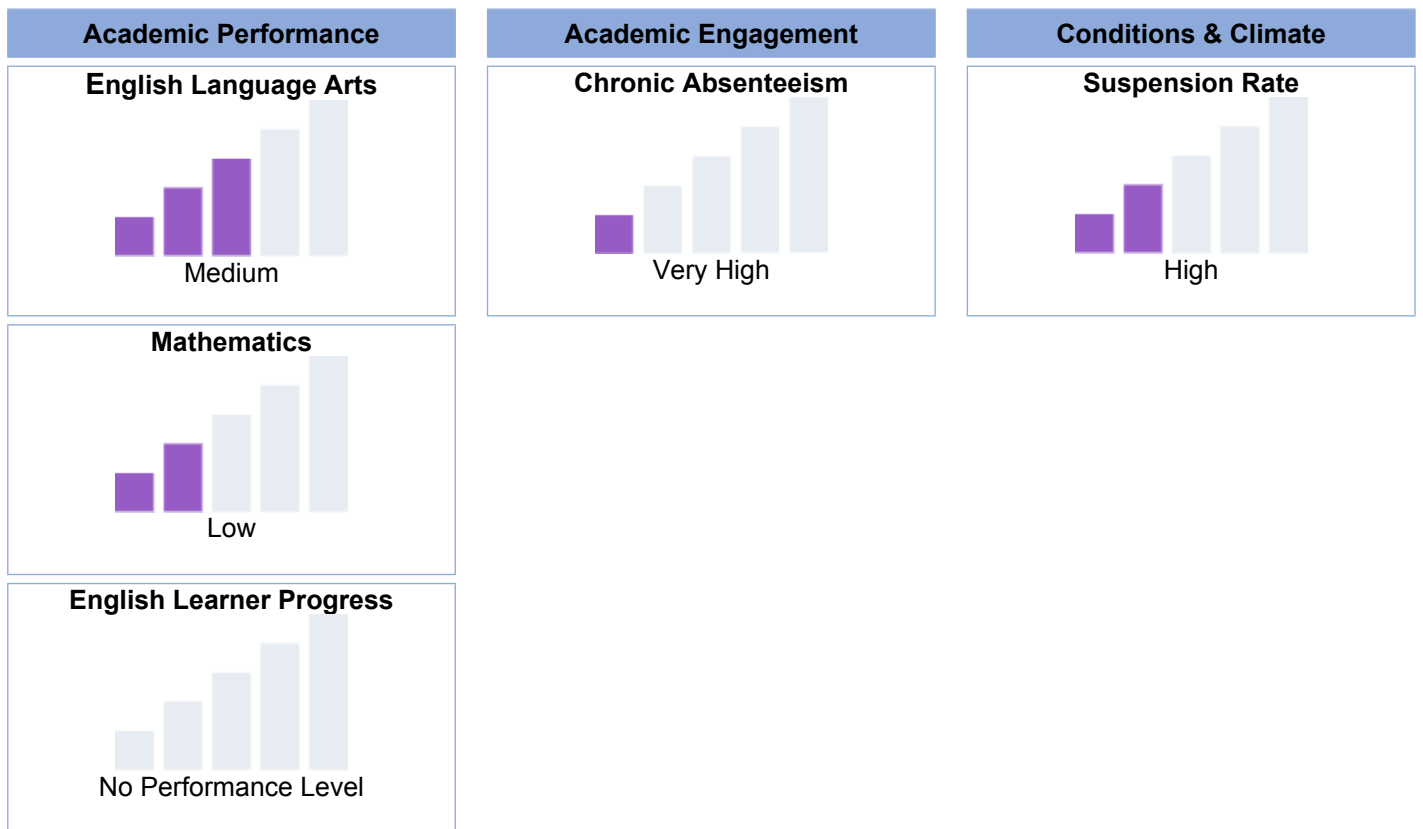
## Overall Performance

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



#### Conclusions based on this data:

1. The number of chronically absent students remained the same resulting in change from yellow in 2018 to orange in 2019. Similarly an increase in the number of students suspended in 2019 resulted in a dashboard change from yellow to orange.
2. From 2018-2019, all other areas on the California Dashboard remained the same as indicated by the yellow performance indicator.

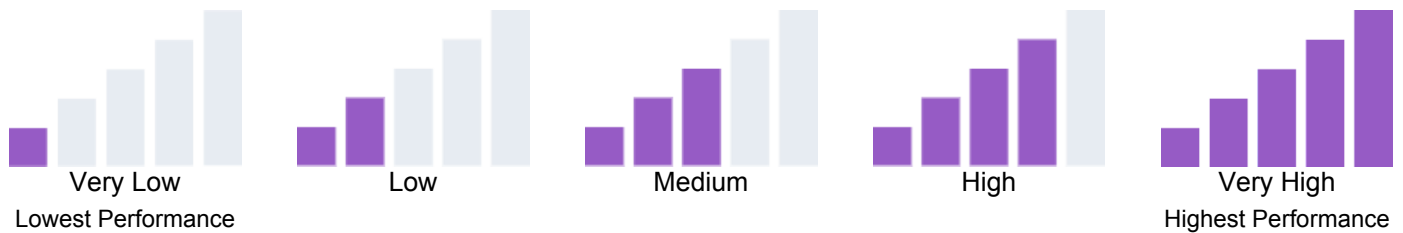


# School and Student Performance Data

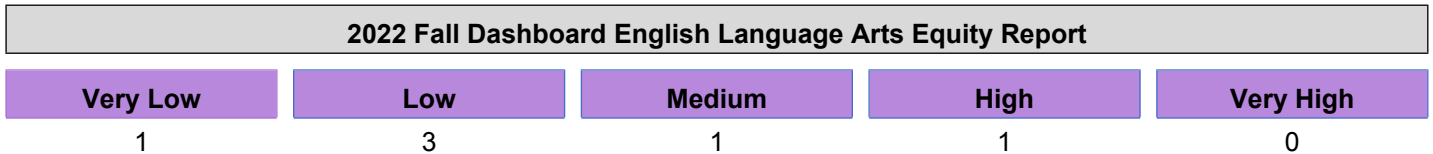
## Academic Performance English Language Arts

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](#).

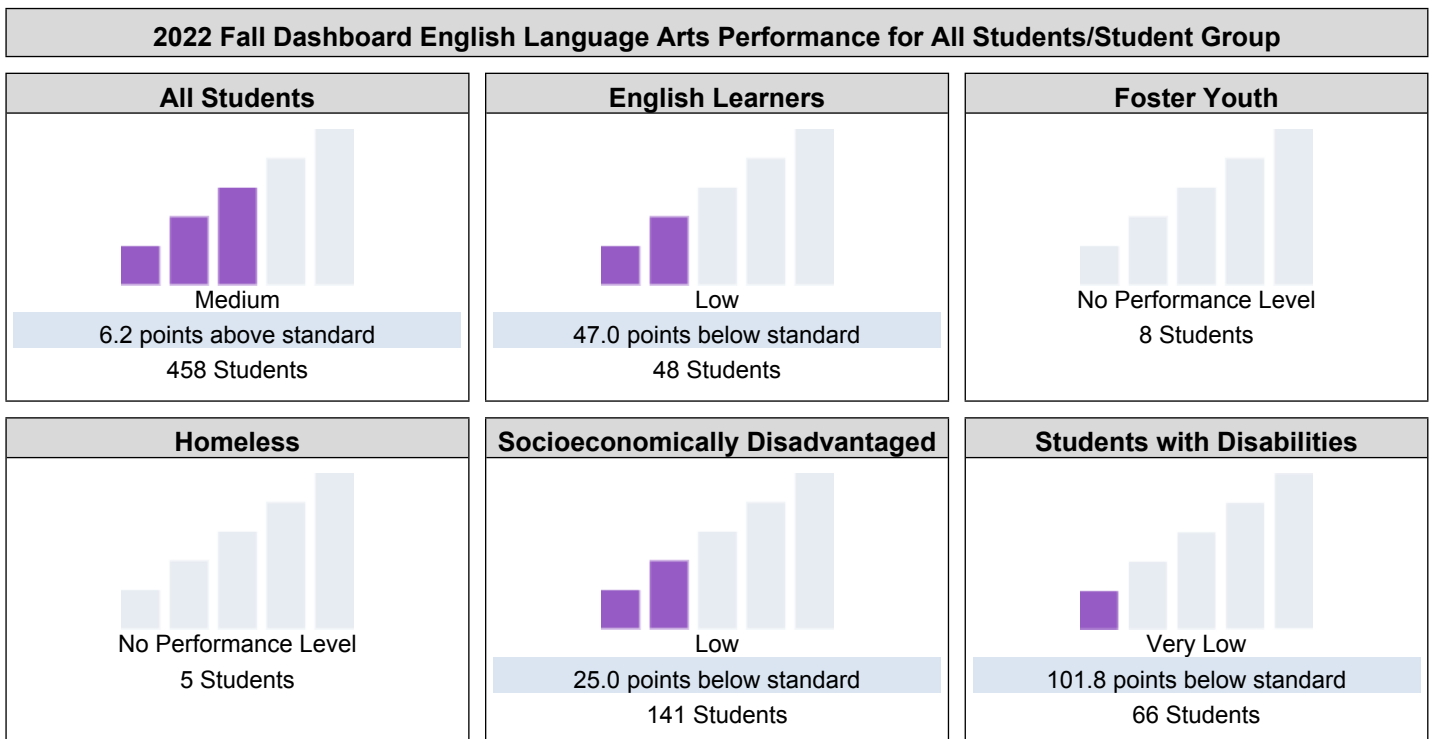
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



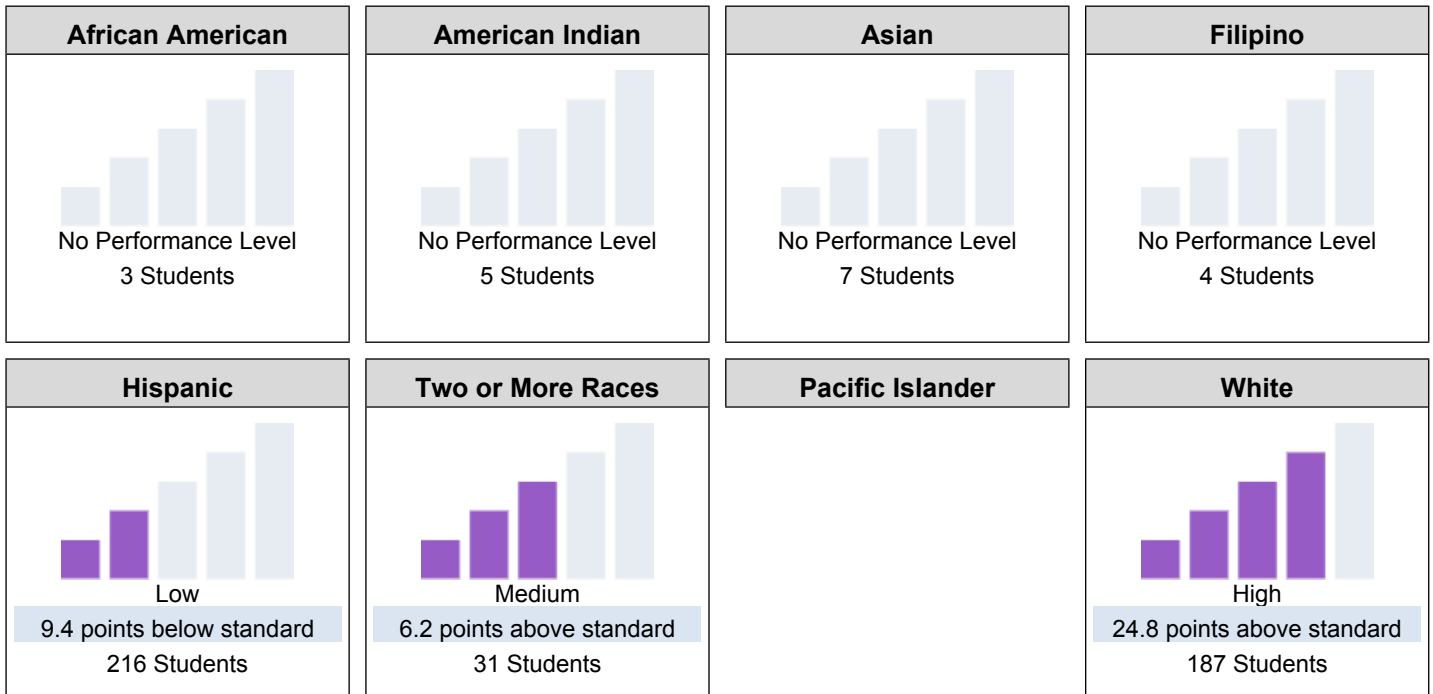
This section provides number of student groups in each level.



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 by Race/Ethnicity**



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
79.0 points below standard 19 Students	26.1 points below standard 29 Students	12.0 points above standard 395 Students

**Conclusions based on this data:**

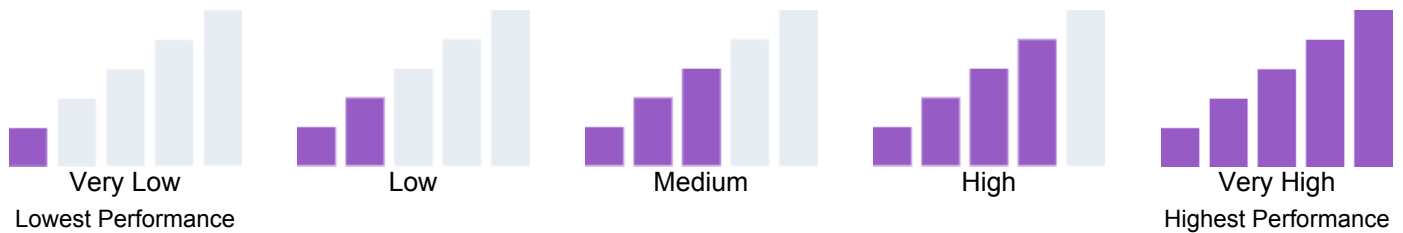
1. Our Hispanic subgroup data shows they maintained their performance, however are still under-performing overall and are at level Orange indicator.
2. Our Students with Disabilities group increased their performance by 3.3 points.

# School and Student Performance Data

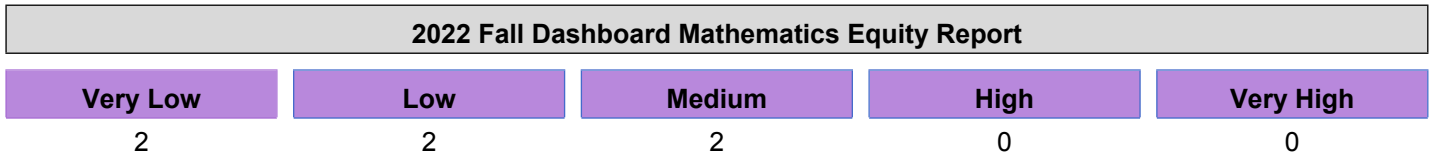
## Academic Performance Mathematics

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](#).

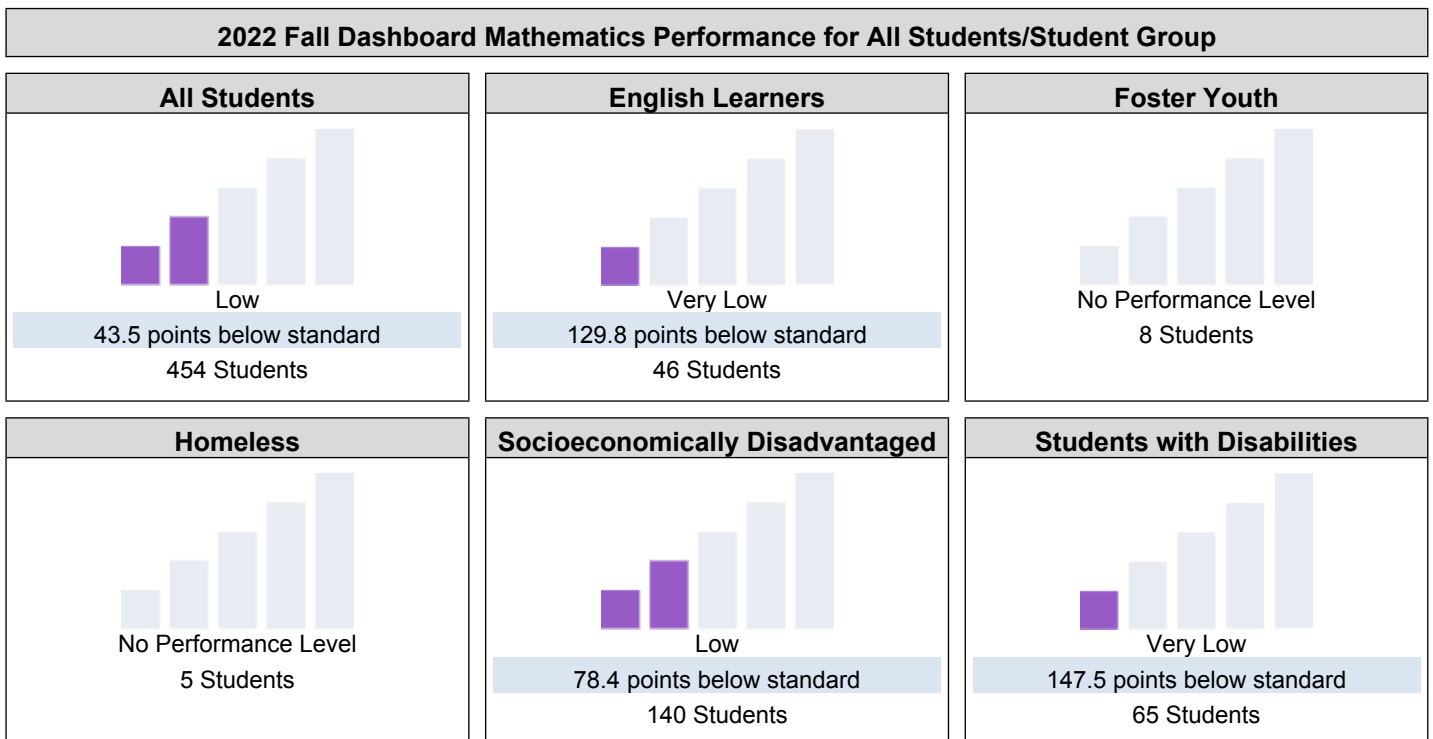
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



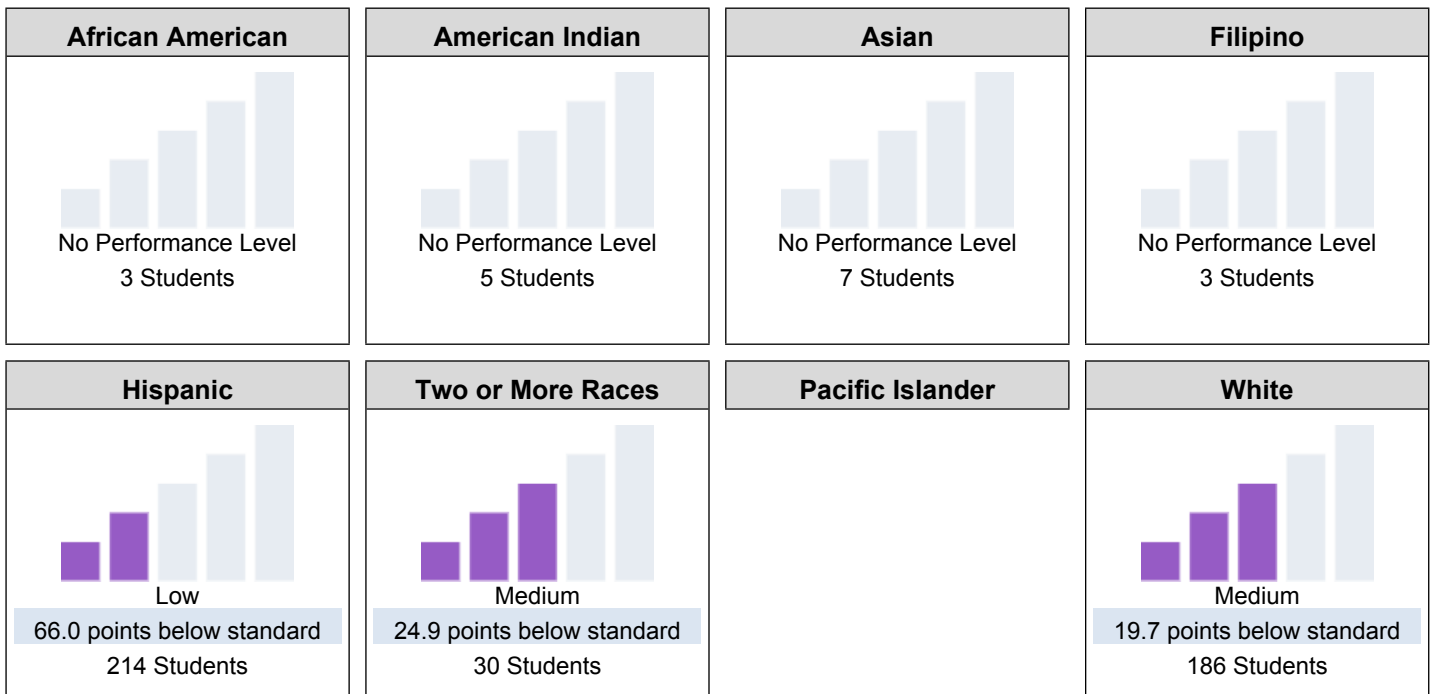
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p style="background-color: #e6f2ff;">178.6 points below standard</p> <p>19 Students</p>	<p style="background-color: #e6f2ff;">95.4 points below standard</p> <p>27 Students</p>	<p style="background-color: #e6f2ff;">33.6 points below standard</p> <p>393 Students</p>

**Conclusions based on this data:**

1. Although still performing below standard, SES and Students with Disabilities did increase with our special education students increasing significantly by 14.7 points.
2. Reclassified English Learners performed above standard and increased significantly by 20.2 points.
3. Our English Learners continue to perform below below standard and decreased slightly by 5 points.



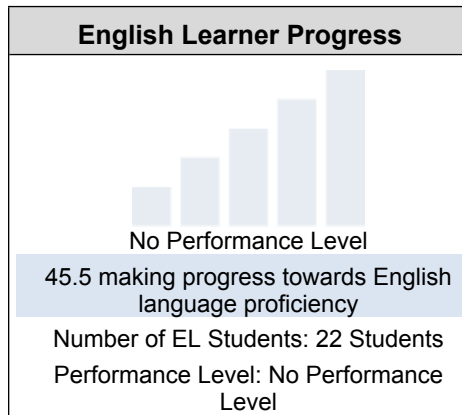
# School and Student Performance Data

## Academic Performance English Learner Progress

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



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
22.7%	31.8%	0.0%	45.5%

#### Conclusions based on this data:

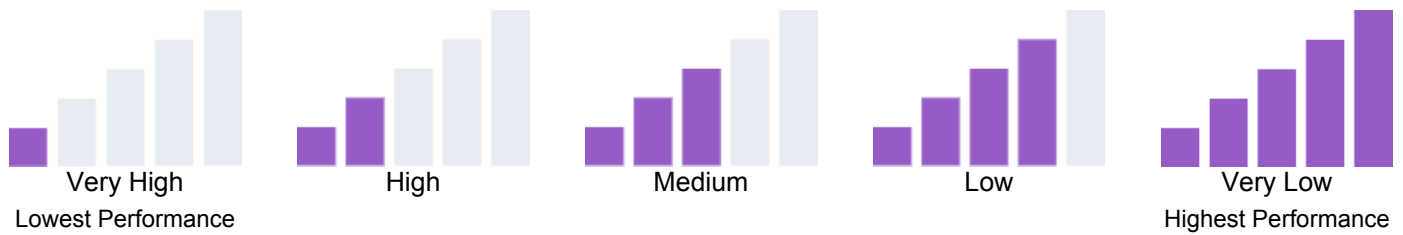
1. Of 39 students, 22 of them are making progress towards English Language Proficiency (maintaining or progressing one level)

# School and Student Performance Data

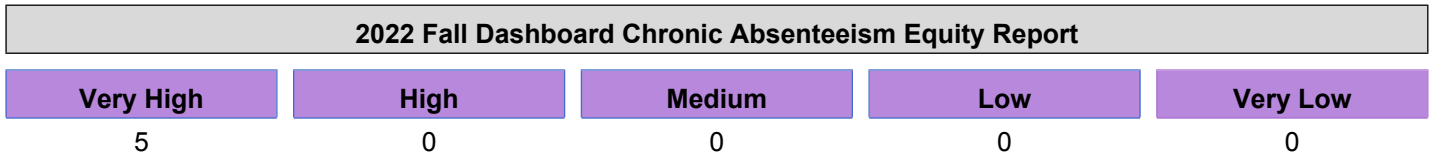
## Academic Engagement Chronic Absenteeism

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](#).

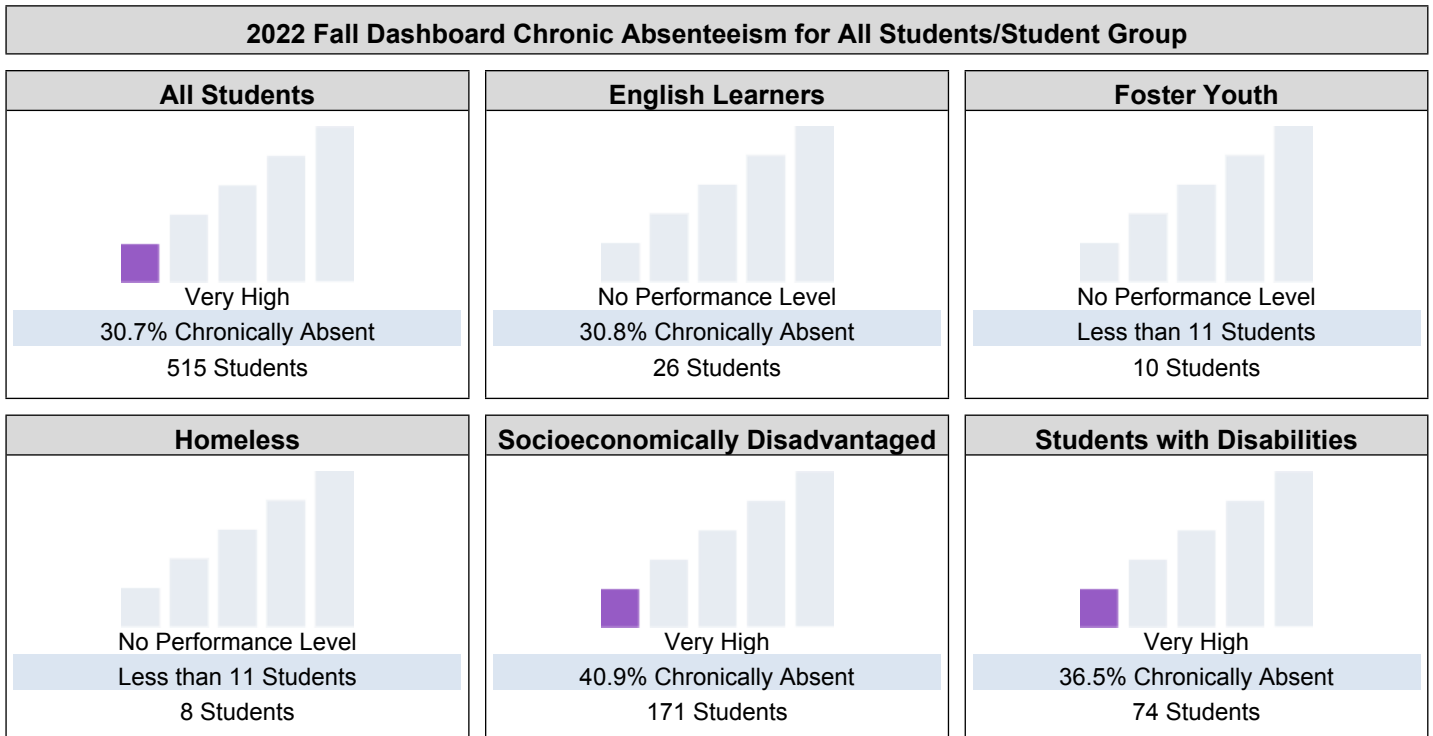
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



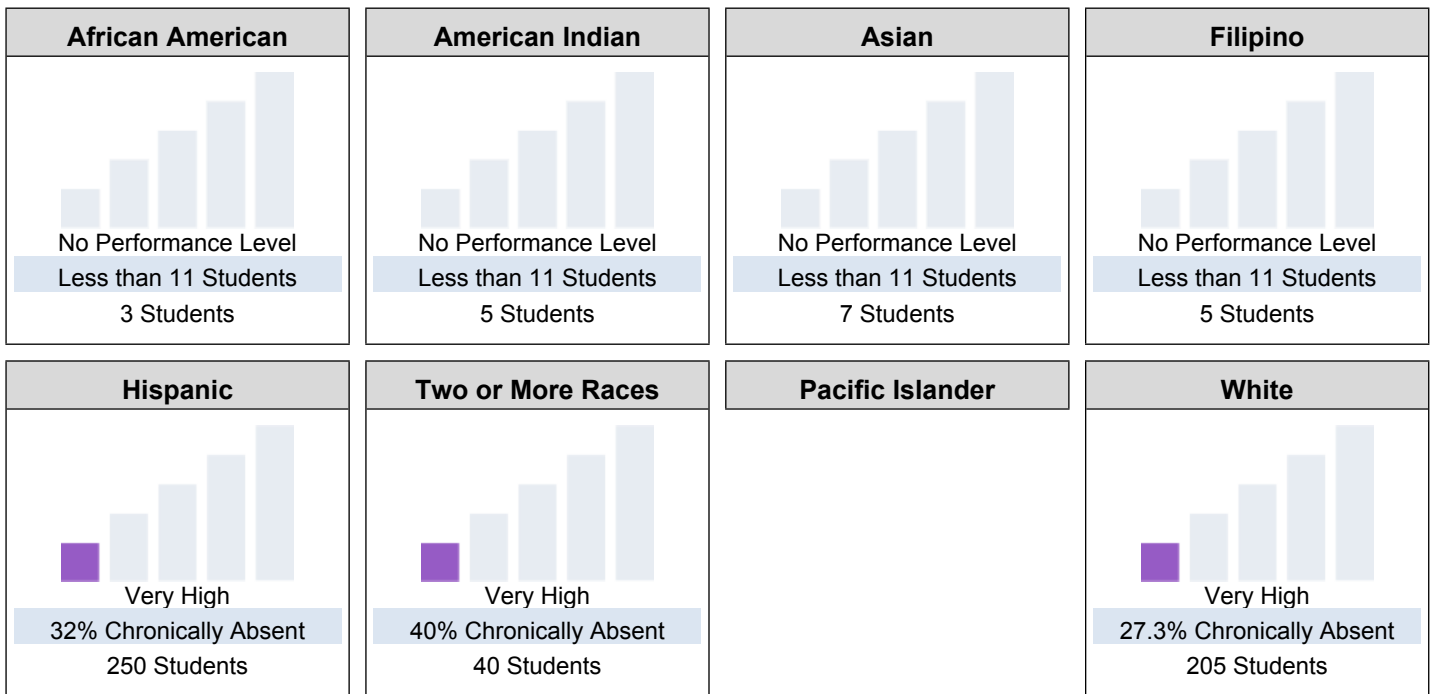
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

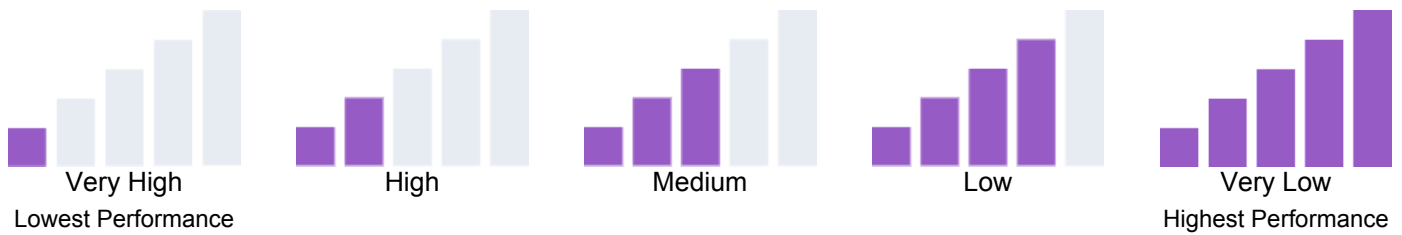
1. Student absenteeism rate for All Students was maintained with approximately 8% of students being chronically absent.
2. The absenteeism rate for our English Learners declined by almost 1%.
3. Our Socioeconomically Disadvantaged students slightly declined in the absenteeism rate by 0.5%.

# School and Student Performance Data

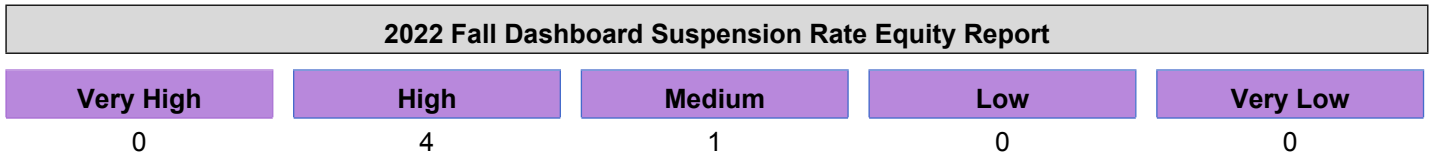
## Conditions & Climate Suspension Rate

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](#).

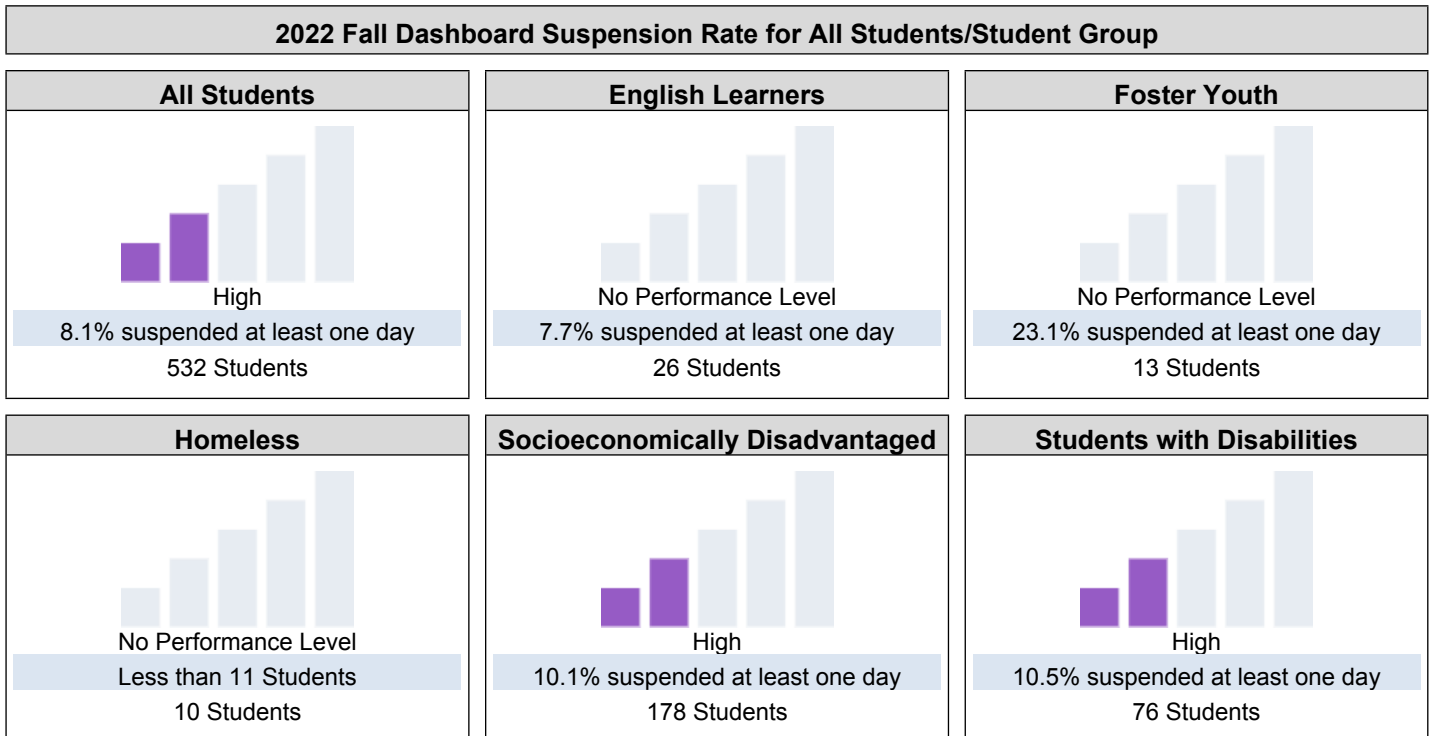
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



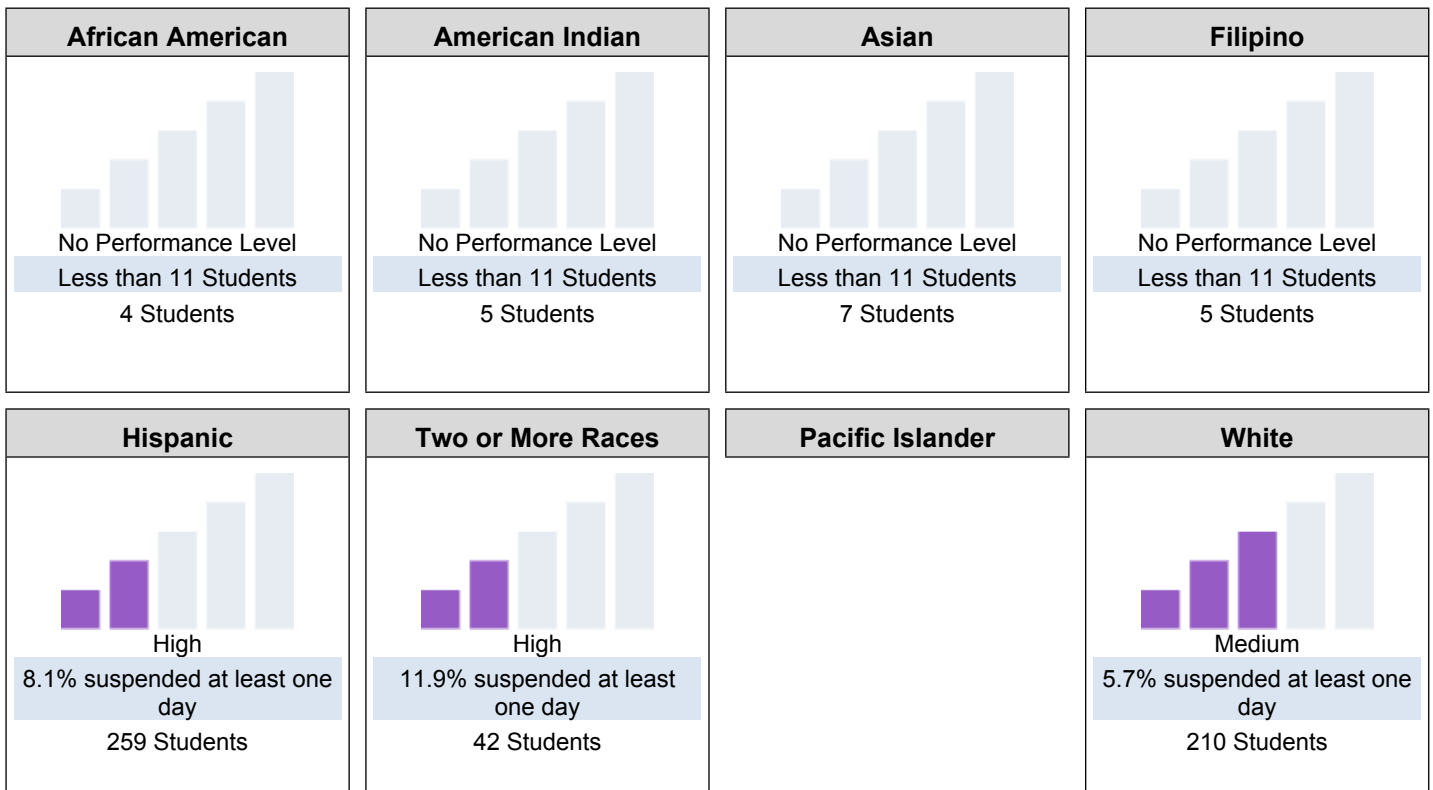
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

1. Our white and Hispanic subgroups have the highest suspension rate, however the suspension rate for Hispanic declined by 2.3%
2. Overall suspension percentage has remained steady with approximately 7% of students getting suspended at least one time during the school year.

# Annual Review and Update

SPSA Year Reviewed: 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 – ELA Increase the percentage of students who Meet/Exceed the standard by 5%	Increase student performance for all students by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard	Spring 2023 Results CAASPP ELA: All Students: 47.06% (goal not met) Socioeconomically Disadvantaged: 22.73% (goal not met) English Learners: 12.5% (goal not met) Students with Disabilities: 0% (3 tested) (goal not met) Foster Youth: 66.67% Homeless Youth: 10%

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The English Department will continuously look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.	Teachers met weekly in PLC groups. PLC lead teachers worked with department teams to guide PLC conversations and present district training information.		
Continue implementation of intervention during the school day for four 30-minute blocks per week	A 30 minute intervention period was implemented successfully 4 days per week. Students needing	Software licenses: Reading Plus, IXL for Language Arts, and	Software licenses: Reading Plus, IXL for Language Arts, and

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</p>	<p>intervention were identified by English teachers using NWEA results and formative assessments.</p>	<p>other classroom supplies to support intervention and tier 1 instruction. 4000-4999: Books And Supplies LCFF - Supplemental 4000.00</p>	<p>other classroom supplies to support intervention and tier 1 instruction. 4000-4999: Books And Supplies LCFF - Supplemental 1950.00</p>
<p>Teachers will have opportunities to attend training on California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers will also have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and literacy training focused on reading intervention.</p>	<p>Teachers were given the opportunity to attend trainings and conferences, but no teachers attended any trainings in 2022-2023.</p>	<p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 5108.00</p>	<p>Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All actions were implemented as planned during 2022-2023. The intervention period was successful as we saw the rise in most of the students' Lexile levels.

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 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.

Technology expenses came in under budget, as expenses for software licenses and classroom supplies were lower than estimated. Conferences and workshops were offered, but no teachers capitalized; this led to no expenditures for professional development.

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.

Professional development needs to be a focus in 2023-2024, as we would like more teachers to capitalize on PD offerings pertaining to this and other SPSA goals.



# 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 the current suspension/expulsion rate for all students and each student group and for each student group.	2022-2023 0% Expulsion Rate 9.48 % Suspension Rate - (goal not met) 43.48% Low Income (goal not met) 12.50% English Learners (goal not met) 75.00% Foster Youth (goal not met) 20.00% Special Education (goal not met) 30.00% Homeless Students (goal not met)

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.</p> <p>The school will continue to provide co-curricular and extracurricular</p>	<p>The school revisited its PBIS behavior system. The principal and staff reviewed the matrix of behavioral expectations with students at a school in classroom discussions. The school also reinstated its process for awarding PBIS points to students as incentives/rewards for positive behavior.</p> <p>As possible, the principal and office staff tracked Office Discipline Referrals on Educlimber to see trends.</p>	<p>School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives. 4000-4999: Books And Supplies LCFF - Supplemental 3500.00</p>	<p>School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives. 4000-4999: Books And Supplies LCFF - Supplemental 1445.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB, the library makerspace, sports, ELO enrichments, Mustang PRIDE Committee, and the Yearbook Class.</p>			
<p>Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2022-2023 school year, these programs include Makerspace, Robotics, Volleyball, Basketball, and Track teams, Leadership class, Journalism class, peer tutoring, and ASB. Create opportunities for creative expression through the arts.</p>	<p>Student activities were able to resume after being on hiatus during the pandemic. Activities and programs that resumed included Makerspace, Robotics, Volleyball, Basketball, and Track teams, Leadership class, Journalism class, peer tutoring, and ASB. The PTSA planned school events that were well attended. All of these activities enabled students to feel a stronger affiliation with each other and their school.</p>	<p>7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week. 4000-4999: Books And Supplies LCFF - Supplemental 3000.00</p>	<p>7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week. 4000-4999: Books And Supplies LCFF - Supplemental 2610</p>
<p>Throughout the school year, teachers will devote a whole-class lessons to address social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.</p> <p>Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff</p>	<p>As stated in the Annual Review and Update for Goal 5, 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</p>	<p>Honor Roll, Student of the Month, and Youth of the Month. 4000-4999: Books And Supplies LCFF - Supplemental 1500.00</p>	<p>Honor Roll, Student of the Month, and Youth of the Month. 4000-4999: Books And Supplies LCFF - Supplemental 1500.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>counselor or district psychologist.</p> <p>The school will also be piloting the use of Therapy Dogs quarterly in Physical Education classes.</p>	<p>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.</p>		

## 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.

PBIS expenses came in under budget, as incentives did not cost as much as anticipated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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 (MultiTiered System of Supports) Plan that will guide efforts in this area.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.	<p>Grades 7-8: Percentage of students meeting or exceeding standard on 2023 CAASPP Mathematics</p> <p>For Grades 7-8: Percentage of students meeting or exceeding standard on the 2023 CAASPP</p> <p>Mathematics Assessment.                      All: 38.54% (goal not met)                      By Subgroup                      SpEd: 7.41% (goal not met)                      English Learner: 0% (goal not met)                      Low SES: 22.73% (goal not met)</p>

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The Math Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.	NWEA 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.	PLC time (late start, Staff development days) None Specified District Funded 0	PLC time (late start, Staff development days) None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will have opportunities to attend training on California State Standards-focused workshops that address mathematics needs. These may be sponsored by the district or Santa Barbara County Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and mathematical strategies in their classrooms. They also will have release time and training focused on math intervention.</p>	<p>.District and County trainings were offered to teachers. The math department attended trainings with our math consultant.</p>	<p>Conferences and Workshops/Substitutes for classroom teachers 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 5000.00</p>	<p>Conferences and Workshops/Substitutes for classroom teachers 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p>
<p>Materials to be used to support student engagement and increased access to technology as it relates to intervention, use of multiple site licenses (such as Zearn/Eureka Math), and increased access to the tech book for the CPM mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.</p>	<p>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</p>	<p>Technology and software 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2000.00</p>	<p>Technology and software 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1250.00</p>
<p>Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers will be offered throughout the school year. Morning intervention times could be added.</p>	<p>After school math tutoring was not offered before or after school.</p>	<p>Before/After school computer access/tutoring. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6000.00</p>	<p>Before/After school computer access/tutoring. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
<p>Continue implementation of intervention during the</p>	<p>The implementation of the 30 minute intervention</p>	<p>Math intervention materials, and other</p>	<p>Math intervention materials, and other</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>school day with four 30 minute blocks per week for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.</p>	<p>time continued during the 2022-2023 school year.</p>	<p>classroom supplies to support intervention and tier 1 instruction. 4000-4999: Books And Supplies LCFF - Supplemental 2500.00</p>	<p>classroom supplies to support intervention and tier 1 instruction. 4000-4999: Books And Supplies LCFF - Supplemental 1250</p>

## 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.

Before- and after-school math tutoring was not offered in 2022-2023; this explains the difference in expenditures in that item.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Math achievement remains lower than English/language arts achievement. While some growth was made in 2022-2023, it needs to remain a focus.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 4

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate Chronic Absenteeism Rate	Increase attendance rate to 98% for all students and each subgroup.  Decrease Chronic Absenteeism by 8% for all students and each subgroup (from 33.26% in 2021-2022).	Attendance rate for the 22/23 school year: 92.39% (goal not met)  Chronic Absenteeism for the 22/23 school year: 25.43% (goal not met)

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	Orcutt Junior High'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 1000.00	Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 0
Improve the attendance rate and decrease chronic absenteeism for all students through the School Attendance Review Board process.	Orcutt Junior High'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		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>worked to remove barriers to students coming to school.</p> <p>COVID did continue during the school year, and this caused a number of students to miss school for extended time periods.</p>		
<p>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 for one day for each round of ELO.</p>	<p>Teachers emphasized teacher-student relationships. Regular lessons in social/emotional learning will be planned for one day for each round of ELO.</p>	<p>District adopted and funded SEL curriculum (SEE Learning) 4000-4999: Books And Supplies District Funded 0</p>	<p>District adopted and funded SEL curriculum (SEE Learning) 4000-4999: Books And Supplies District Funded 0</p>

## 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.

OJHS incurred no expenses for attendance incentives in 2022-2023.

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 5

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Student Survey Parent Survey Healthy Kids Survey</p>	<p>Fall 2022 Results:</p> <p>Student Survey: 70 % that there were adults at school we really care about them, 61% of students indicated that someone notices when they are not there 65% of adults listen to when I have something to say, 66% indicted there is an adult there for me if I have a problem or concern 68% of students believe that there are adults at school who believe that they will be a success.</p> <p>Parent Survey: 85% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school. (goal met) 81% indicated that teachers communicate with parents about what students are expected to learn. 79% of parents feel welcome to be involved in the school. 81% of parents indicated there is someone at school to talk to with a problem or concern. 66% of parents indicated school staff take parent concerns seriously.</p>	<p>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:</p> <p>Fall 2023 Results: Student Survey: 75% that there were adults at school we really care about them (goal met) 69% of students indicated that someone notices when they are not there (goal met) 72% of adults listen to when I have something to say (goal met) 75% indicted there is an adult there for me if I have a problem or concern (goal met) 77% of students believe that there are adults at school who believe that they will be a success (goal met)</p> <p>Parent Survey: 83% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school (goal not met) 83% indicated that teachers communicate with parents about what students are expected to learn (goal not met) 77% of parents feel welcome to be involved in the school (goal not met) 83% of parents indicated there is someone at school to talk to with a problem or concern (goal not met) 74% of parents indicated school staff take parent concerns seriously (goal met)</p>

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers and schools will emphasize teacher-student relationships throughout the 2022-2023 school year. Regular lessons in social/emotional learning will be planned.</p>	<p>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 dances, and student celebrations were well attended.</p>	<p>Lessons in Social/emotional learning (SEL)--District adopted and funded 4000-4999: Books And Supplies District Funded 0</p>	<p>Lessons in Social/emotional learning (SEL)--District adopted and funded 4000-4999: Books And Supplies District Funded 0</p>
<p>The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district is now 1:1 with technology. As needed, families will be able to check out hot spots that provide Wi-Fi access. Parent education nights will be offered by the district.</p>	<p>Parent 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.</p> <p>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.</p>	<p>Parent Education Nights 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p>	<p>Parent Education Nights 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p>

## 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. 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 differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district 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.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English Language Arts

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

### LCAP Goal

Improving student achievement in language arts by providing and supporting engaging and high quality instruction which promotes active learning and maximizes student achievement in the area of language arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth, and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction, particularly for at-risk youth, and English Language Development (ELD) instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP – ELA Increase the percentage of students who Meet/Exceed the standard by 5%	2023 CAASPP Results % Met or Exceeded Standards  47% All Students 12% EL Students 11% Special Education Students 23% SES 67% Foster 10% Homeless	Increase student performance for all students by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard.  2024 CAASPP Results % Met or Exceeded Standards  52% All Students 17% EL Students 16% Special Education Students 28% SES 72% Foster 15% Homeless

### Planned Strategies/Activities

#### Strategy/Activity 1

The English Department will continuously look at data related to this goal and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss

student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

9/23-9/24

### Person(s) Responsible

Principal, Vice Principal, teachers.

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Continue implementation of intervention during the school day for four 30-minute blocks per week for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

### Students to be Served by this Strategy/Activity

Students who are below standard in Reading through various district approved diagnostic screenings and assessments.

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice Principal, teachers.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Software licenses: Reading Plus, IXL for Language Arts, and other classroom supplies to support intervention and tier 1 instruction.

### Strategy/Activity 3

Teachers will have opportunities to attend training on California State Standards-focused workshops that address literacy needs. These may be sponsored by the district or the Santa Barbara County Education Office. Teachers will also have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and literacy training focused on reading intervention.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

**Person(s) Responsible**

Teachers and Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences and Workshops

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions and Climate: Suspension/Expulsion

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	Suspension/expulsion rates for 2021-22:  6.16% Suspension Rate 10.53% - English Learner 7.64% Socioeconomically Disadvantaged 16.67% Homeless 16.67% Foster	Maintain/decrease the current suspension/expulsion rate for all students and each student group and for each student group.

### Planned Strategies/Activities

#### Strategy/Activity 1

The school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2022-2023. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

The school will continue to provide co-curricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB, the library makerspace, sports, ELO enrichments, Mustang PRIDE Committee, and the Yearbook Class.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives.

### Strategy/Activity 2

Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2023-2024 school year, these programs include Makerspace, Robotics, Volleyball, Basketball, and Track teams, Link Crew Leadership class, Journalism class, peer tutoring, and ASB. Create opportunities for creative expression through the arts.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Staff/Admin

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week.

### Strategy/Activity 3

Throughout the school year, teachers will devote a whole-class lessons to address social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

The school will also be using Therapy Dogs throughout the school year.



**Students to be Served by this Strategy/Activity**

All Students.

**Timeline**

Ongoing

**Person(s) Responsible**

Admin/Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Honor Roll, Student of the Month, and Youth of the Month..

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Goal: Mathematics

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of Mathematics.

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	2023 CAASPP Results % Met or Exceeded Standard  39%% All Students 0% English Learners 7% Special Education 23% SES	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.  44%% All Students 5% English Learners 12% Special Education 28% SES

### Planned Strategies/Activities

#### Strategy/Activity 1

The Math Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

#### Students to be Served by this Strategy/Activity

All students.

## Timeline

Ongoing

## Person(s) Responsible

Admin/Staff/TOSAs

## Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	PLC time (late start, Staff development days)

## Strategy/Activity 2

Teachers will have opportunities to attend training on California State Standards-focused workshops that address mathematics needs. These may be sponsored by the district or Santa Barbara County Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and mathematical strategies in their classrooms. They also will have release time and training focused on math intervention.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

9/23-6/24

## Person(s) Responsible

Administration and Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conferences and Workshops/Substitutes for classroom teachers

## Strategy/Activity 3

Materials to be used to support student engagement and increased access to technology as it relates to intervention, use of multiple site licenses (such as Zearn/Eureka Math), and increased access to the tech book for the CPM mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Administration/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Technology and software

### Strategy/Activity 4

Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers will be offered throughout the school year. Morning intervention times could be added.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Before/After school computer access/tutoring.

### Strategy/Activity 5

Continue implementation of intervention during the school day with four 30 minute blocks per week for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

### Students to be Served by this Strategy/Activity

Students identified by various district approved universal screenings as needing intervention in math.

### Timeline

Ongoing

### Person(s) Responsible

Staff/Admin/District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2500.00
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<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math intervention materials, and other classroom supplies to support intervention and tier 1 instruction.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absenteeism reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Student attendance rate for 2021-2022 was at 90.44%.	Increase attendance rate to 98% for all students and each subgroup.
Chronic Absenteeism Rate	Chronic Absenteeism Rate : 2021-2022 33.26% "All" Students 57.89% English Learner 42.04% Low SES 50% Homeless 33.33% Foster	Decrease Chronic Absenteeism by 8% for all students and each subgroup.

### Planned Strategies/Activities

#### Strategy/Activity 1

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Admin/office staff/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance Incentives

### Strategy/Activity 2

Improve the attendance rate and decrease chronic absenteeism for all students through the School Attendance Review Board process.

### Students to be Served by this Strategy/Activity

All students identified as chronically absent.

### Timeline

Ongoing

### Person(s) Responsible

Admin/office staff/District/Counselor

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Teachers and schools will emphasize teacher-student relationships at the outset of the 2021-2022 school year. Regular lessons in social/emotional learning will be planned for one day for each round of ELO.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
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<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	District adopted and funded SEL curriculum (SEE Learning)



# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Supportive Learning Environments

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey Healthy Kids Survey	Fall 2023 Results:  Student Survey: 75% that there were adults at school we really care about them, 69% of students indicated that someone notices when they are not there 72% of adults listen to when I have something to say, 75% indicated there is an adult there for me if I have a problem or concern 77% of students believe that there are adults at school who believe that they will be a success.  Parent Survey: 83% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school. 83% indicated that teachers communicate with parents about what students are expected to learn. 77% of parents feel welcome to be involved in the school.	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
	83% of parents indicated there is someone at school to talk to with a problem or concern. 74% of parents indicated school staff take parent concerns seriously.	

## Planned Strategies/Activities

### Strategy/Activity 1

Teachers and schools will emphasize teacher-student relationships throughout the 2022-2023 school year. Regular lessons in social/emotional learning will be planned.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

#### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Lessons in Social/emotional learning (SEL)--District adopted and funded

### Strategy/Activity 2

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district is now 1:1 with technology. As needed, families will be able to check out hot spots that provide Wi-Fi access. Parent education nights will be offered by the district.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Parent Education Nights

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	33,500.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Site Formula Funds	0	0.00
LCFF - Supplemental	33608.00	108.00
Other	0	0.00

# Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	33,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
4000-4999: Books And Supplies	15,500.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	15,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Joe Schmidt	Principal
Crystal Trotter	Classroom Teacher
Austin Caruana	Classroom Teacher
Jackie Lechuga	Classroom Teacher
Susan McAlister	Other School Staff
Meggan Rodarte	Parent or Community Member
Sugi Gaspar	Parent or Community Member
Stacy Wilson	Parent or Community Member
Sara Linderholm	Parent or Community Member
Jeanet Herrera	Parent or Community Member
Reiyana Sarin	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 17, 2022.

Attested:

Principal, Joe Schmidt on November 28, 2023

SSC Chairperson, Joe Schmidt on November 28, 2023

# Addendum

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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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

School Year: **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.

<b>School Name</b>	Orcutt Academy Charter School
<b>Address</b>	500 Dyer St. Orcutt, CA 93455
<b>County-District-School (CDS) Code</b>	42692600116434
<b>Principal</b>	9-12: Rhett Carter TK-8: Jared Banks
<b>District Name</b>	Orcutt Academy Charter
<b>SPSA Revision Date</b>	October 19, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	October 19, 2023
<b>Local Board Approval Date</b>	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: 45.8% Hispanic, 37.7% White, 8.3% Multi-ethnic, 0.5% American Indian/Alaskan Native, 1.4% Asian, 1.7% Filipino, 2.2% Black/African American, 0.6% Hawaiian/Pacific Islander, and 1.9% declined to state.
- OAK-8: 43.9% Hispanic, 40.3% White, 9.4% Multi-ethnic, 0.7% American Indian/Alaskan Native, 1.4% Asian, 1.4% Filipino, 2.9% declined to state.

**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 Races	6.4%	6.94%	7.82%	56	53	60
<b>Total Enrollment</b>				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
<b>Total Enrollment</b>	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	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	6	5	*
10	*	*	*	*	*	*	*	*	*	6	6	*
11	*	*	*	*	*	*	*	*	*	*	*	6
12	*	*	*	*	*	*	*	*	*	*	*	4
All Grades										23	21	20

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	*	*		*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	28.57	20.00	60.87	57.14	50.00	8.70	14.29	25.00	4.35	0.00	5.00	23	21	20



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	*	*		*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	65.22	33.33	45.00	26.09	61.90	45.00	4.35	4.76	5.00	4.35	0.00	5.00	23	21	20

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	*	*		*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.04	14.29	10.00	39.13	42.86	15.00	34.78	38.10	55.00	13.04	4.76	20.00	23	21	20

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	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	23.81	10.00	65.22	76.19	80.00	8.70	0.00	10.00	23	21	20

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	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	86.96	57.14	80.00	8.70	42.86	20.00	4.35	0.00	0.00	23	21	20

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	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.39	23.81	10.00	43.48	66.67	55.00	39.13	9.52	35.00	23	21	20

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	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*	*		*
5	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.74	19.05	25.00	69.57	66.67	65.00	8.70	14.29	10.00	23	21	20

**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
<b>764</b>	<b>26.2</b>	<b>3.4</b>	<b>0.4</b>
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

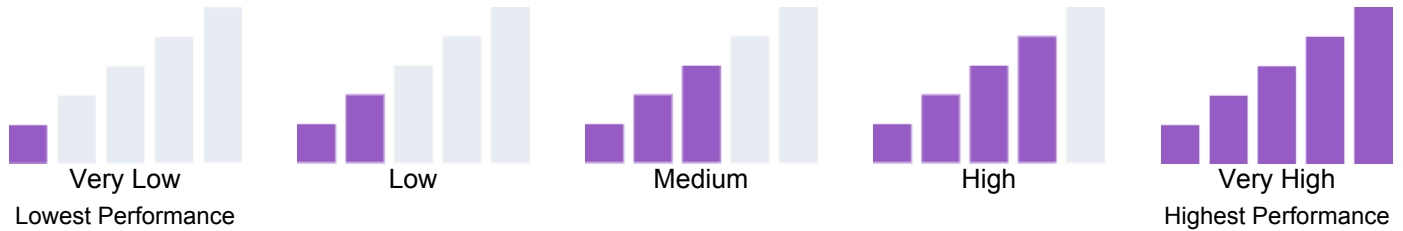
The percentages of low-income students and students with disabilities has slightly increased while the percentage of English Learners has slightly decreased.

# 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
<b>English Language Arts</b>  High	<b>Graduation Rate</b>  Very High	<b>Suspension Rate</b>  Low
<b>Mathematics</b>  Medium	<b>Chronic Absenteeism</b>  Very High	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

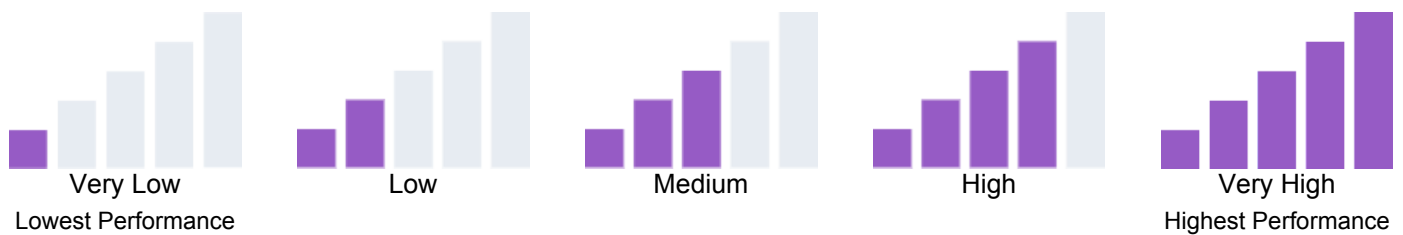
1. Here is our analysis of the most recent California School Dashboard data:  
In Academic Performance, OAHS E/LA achievement decreased by 13 points while their math decreased by 9 points.
2. In Academic Engagement, OAHS has strong graduation rate and College and Career Readiness with a 99.2% graduation 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

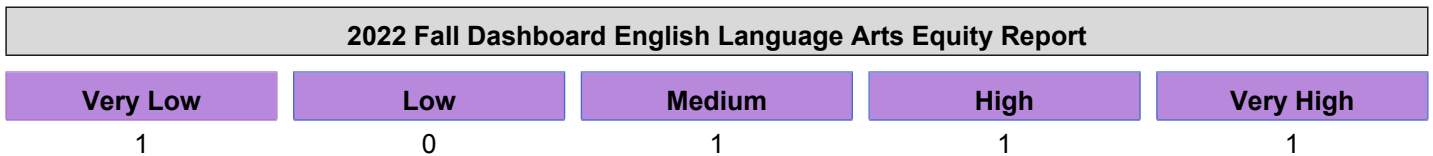
## Academic Performance English Language Arts

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](#).

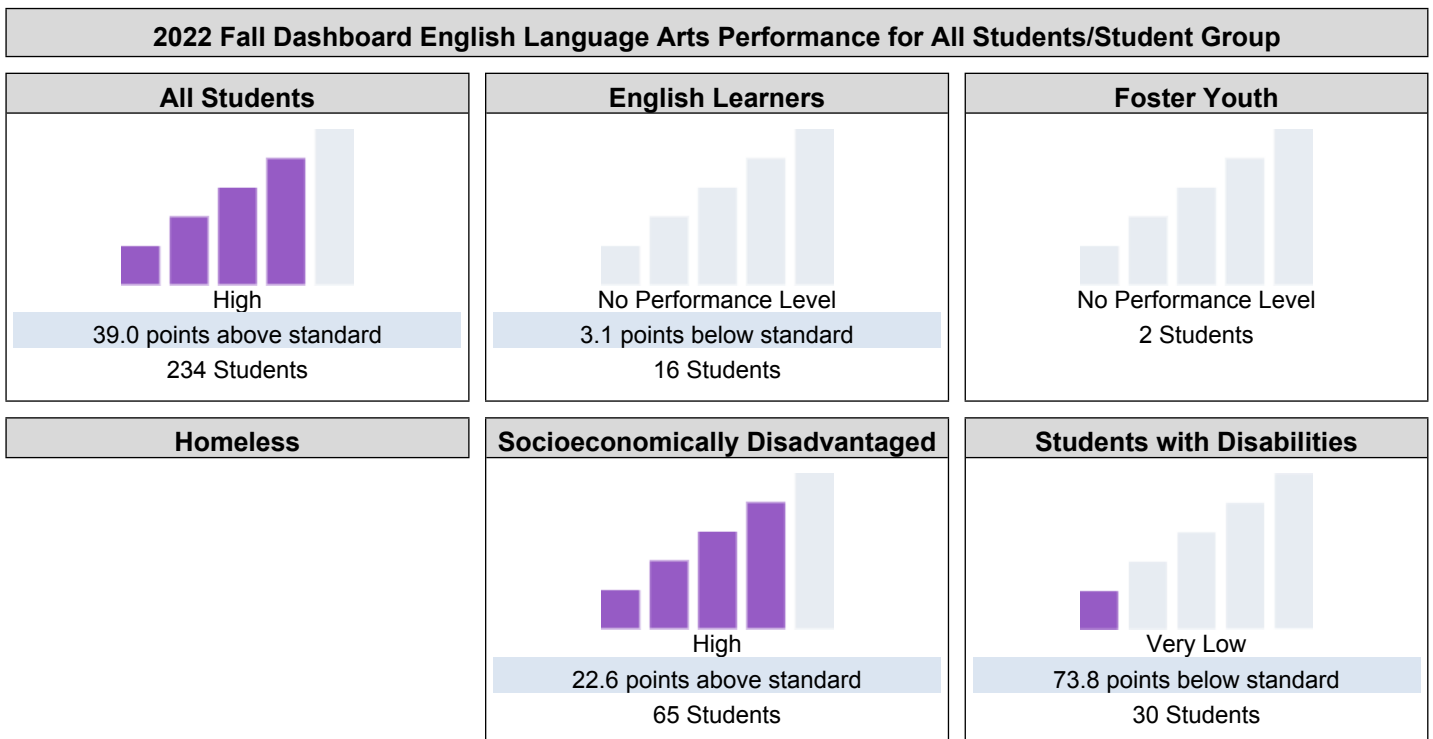
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

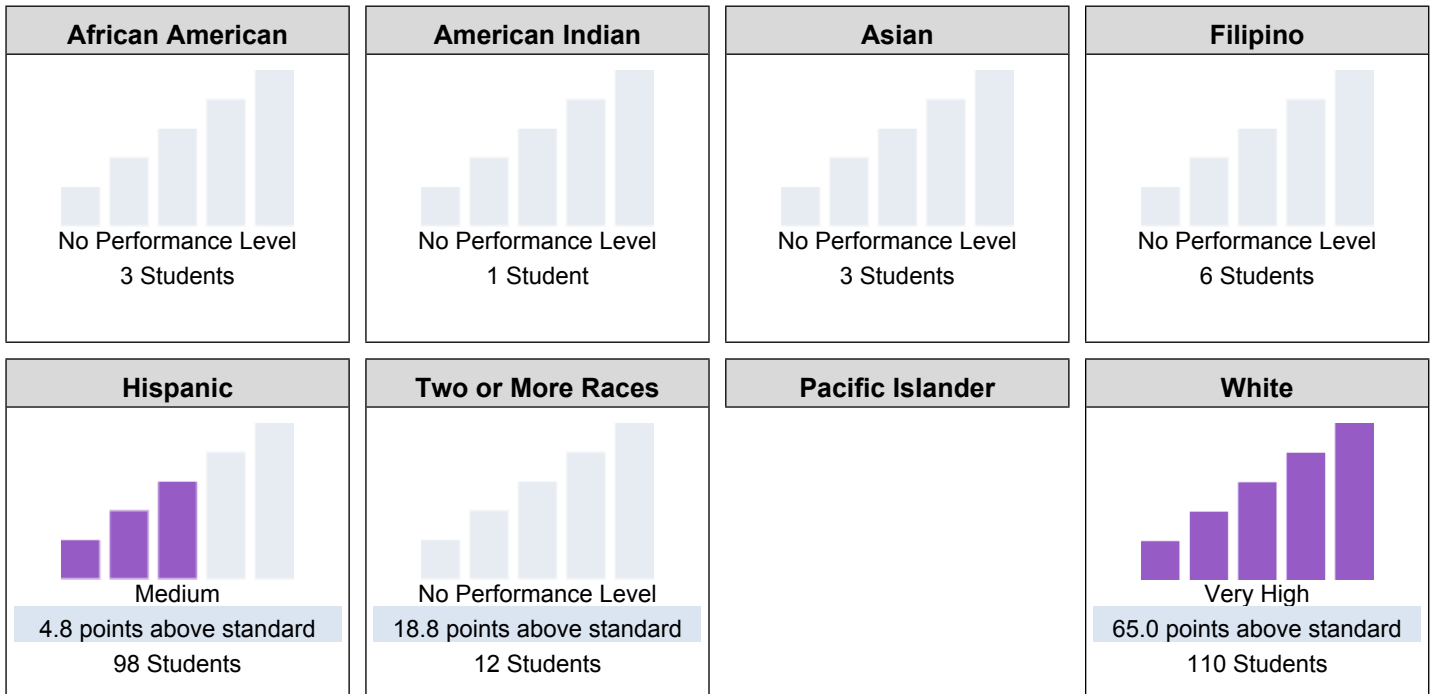


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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:**

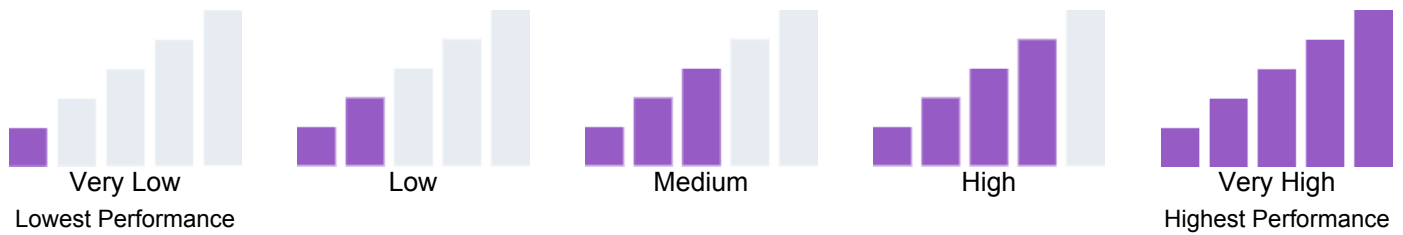
- Here is our analysis of the most recent CAASP English Data:  
This data appears incomplete as this is only displaying 234 students from the charter. Without updated data, we are unable to make informed analysis.
- Hispanic students show an equity gap with all students, as their rating is 4.8 points 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

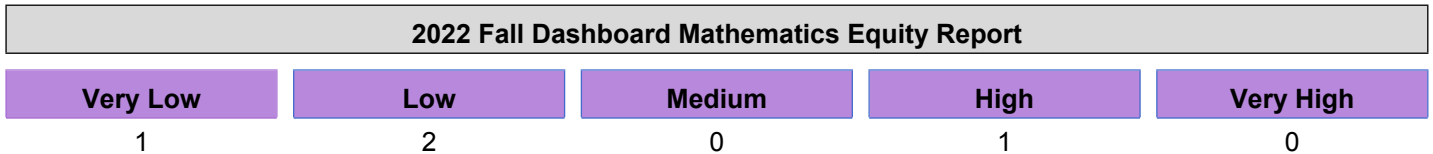
## Academic Performance Mathematics

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](#).

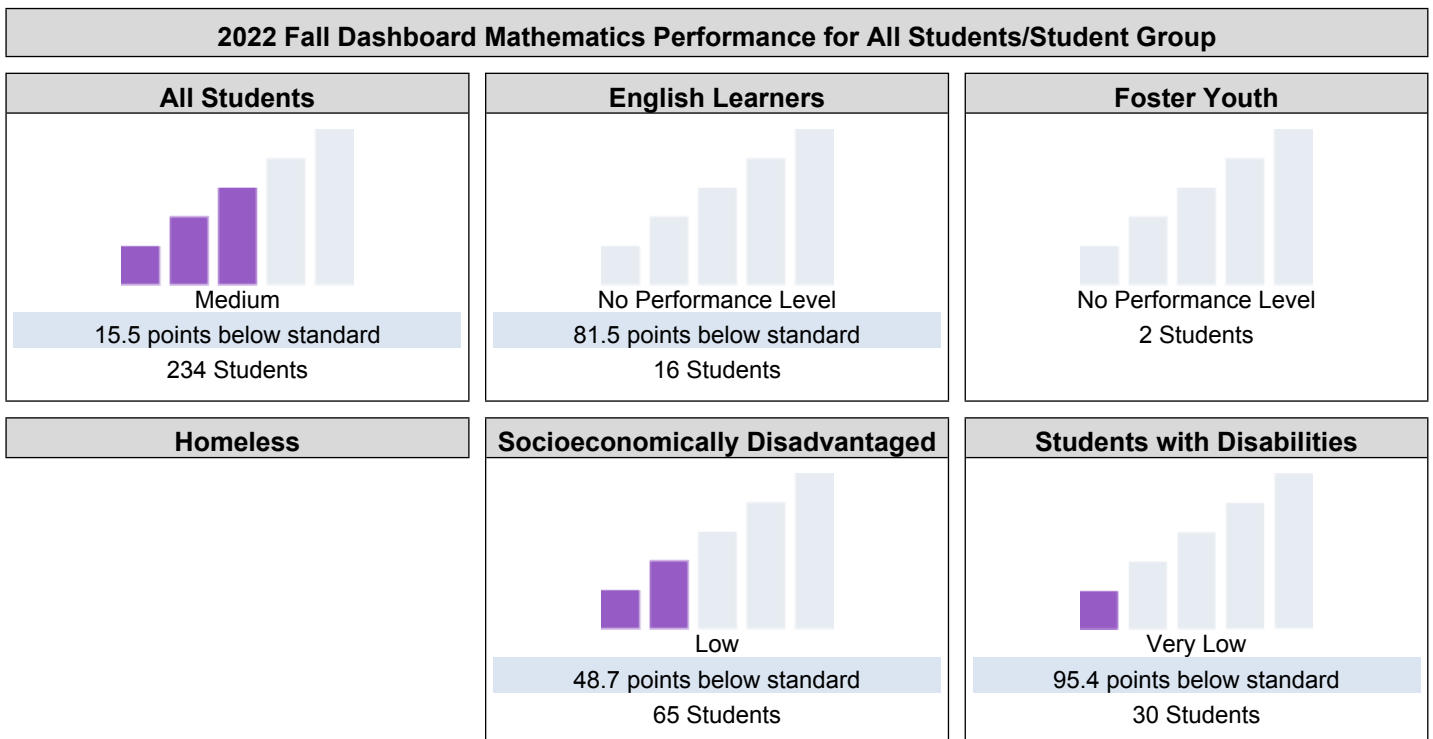
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



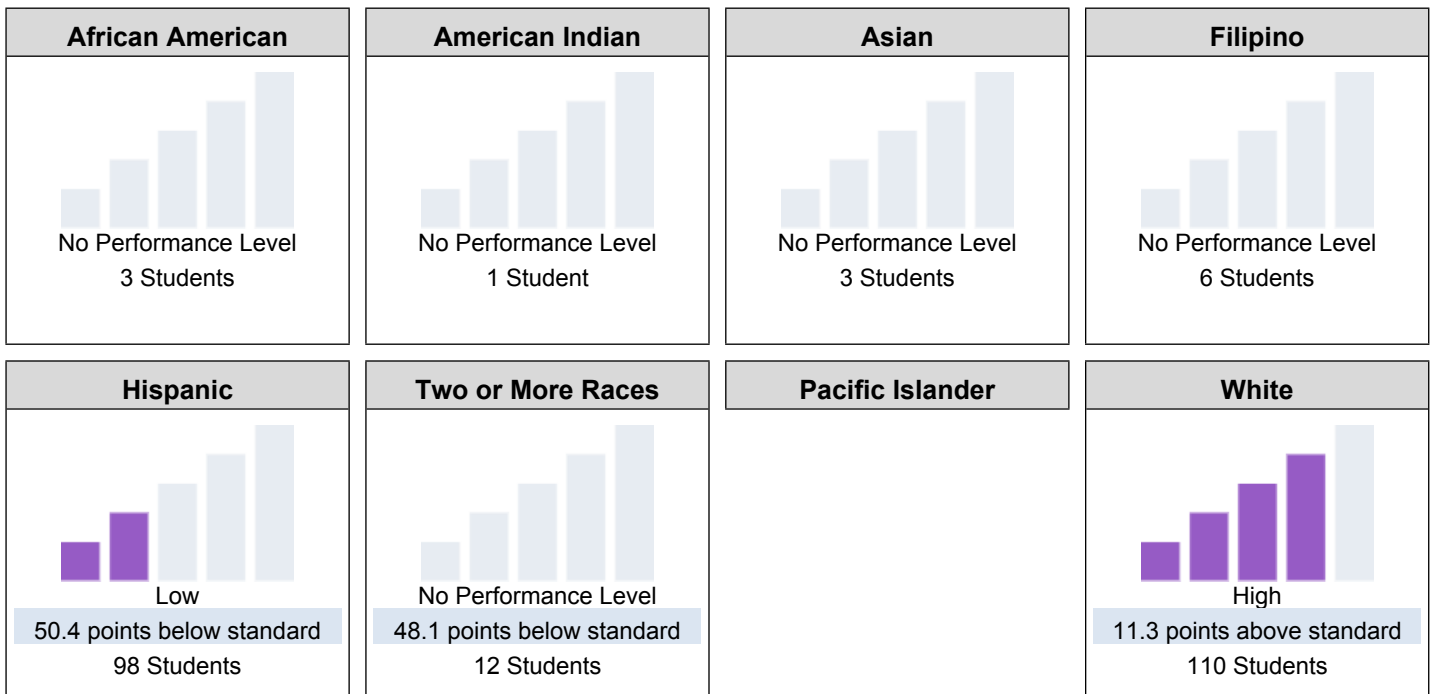
This section provides number of student groups in each level.



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 by Race/Ethnicity



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.

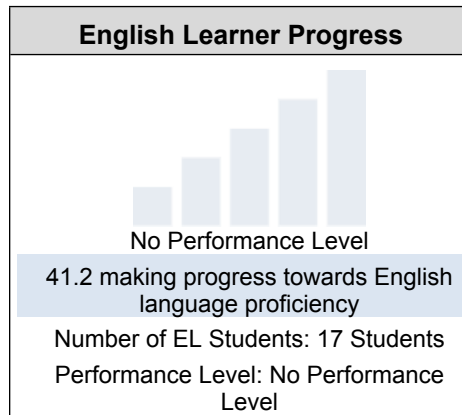
# School and Student Performance Data

## 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



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:

- 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:

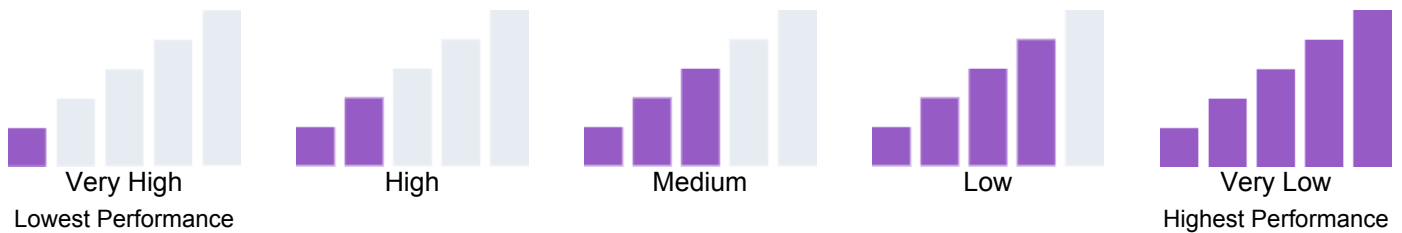
1. No Data

# School and Student Performance Data

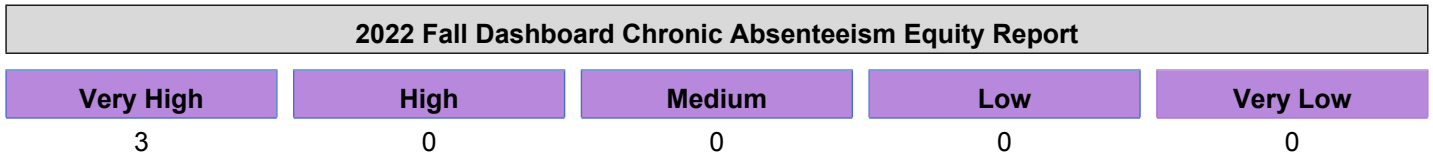
## Academic Engagement Chronic Absenteeism

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](#).

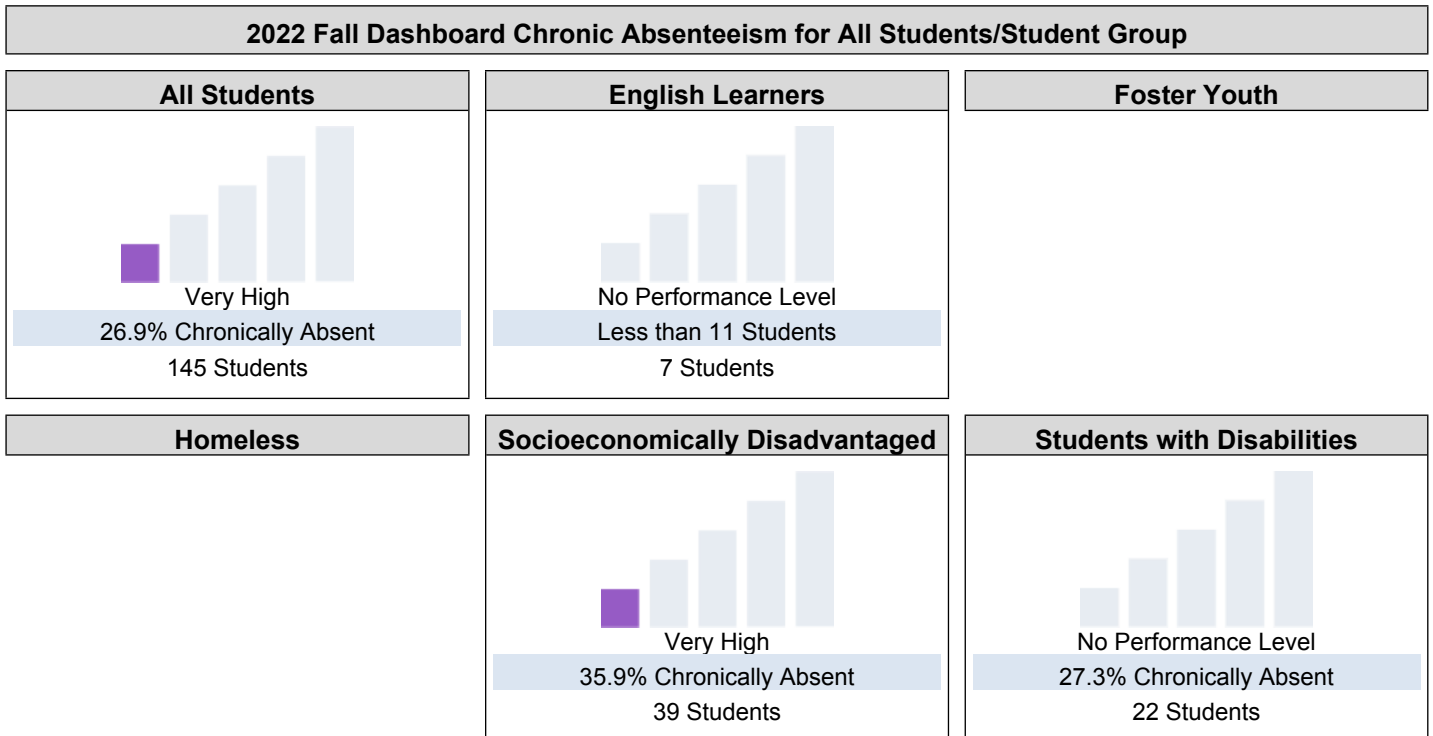
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



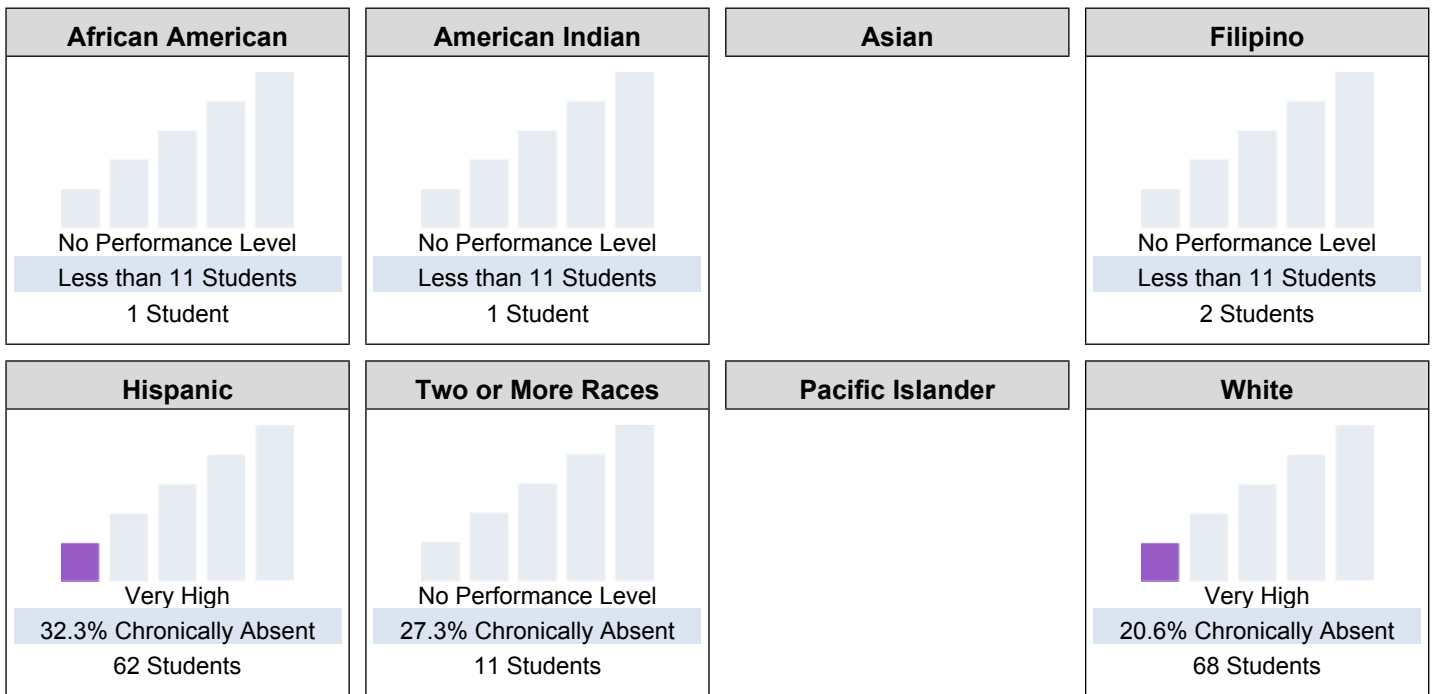
This section provides number of student groups in each level.



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 by Race/Ethnicity**



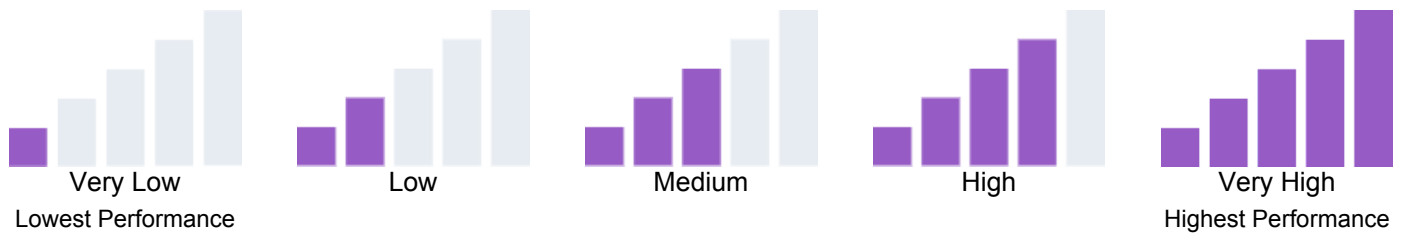
**Conclusions based on this data:**

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.

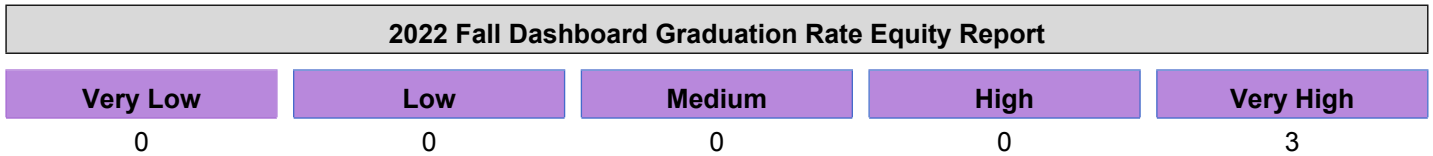
# School and Student Performance Data

## Academic Engagement Graduation Rate

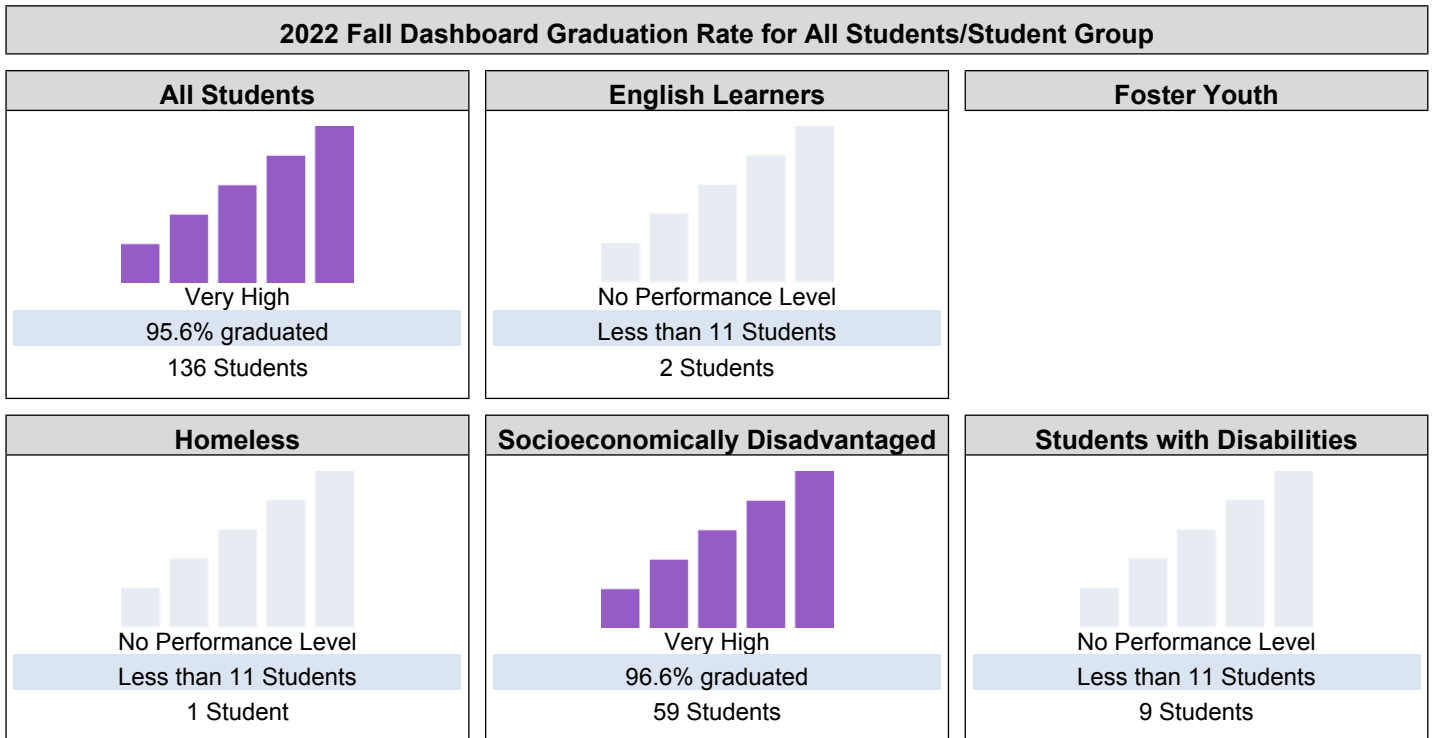
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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.

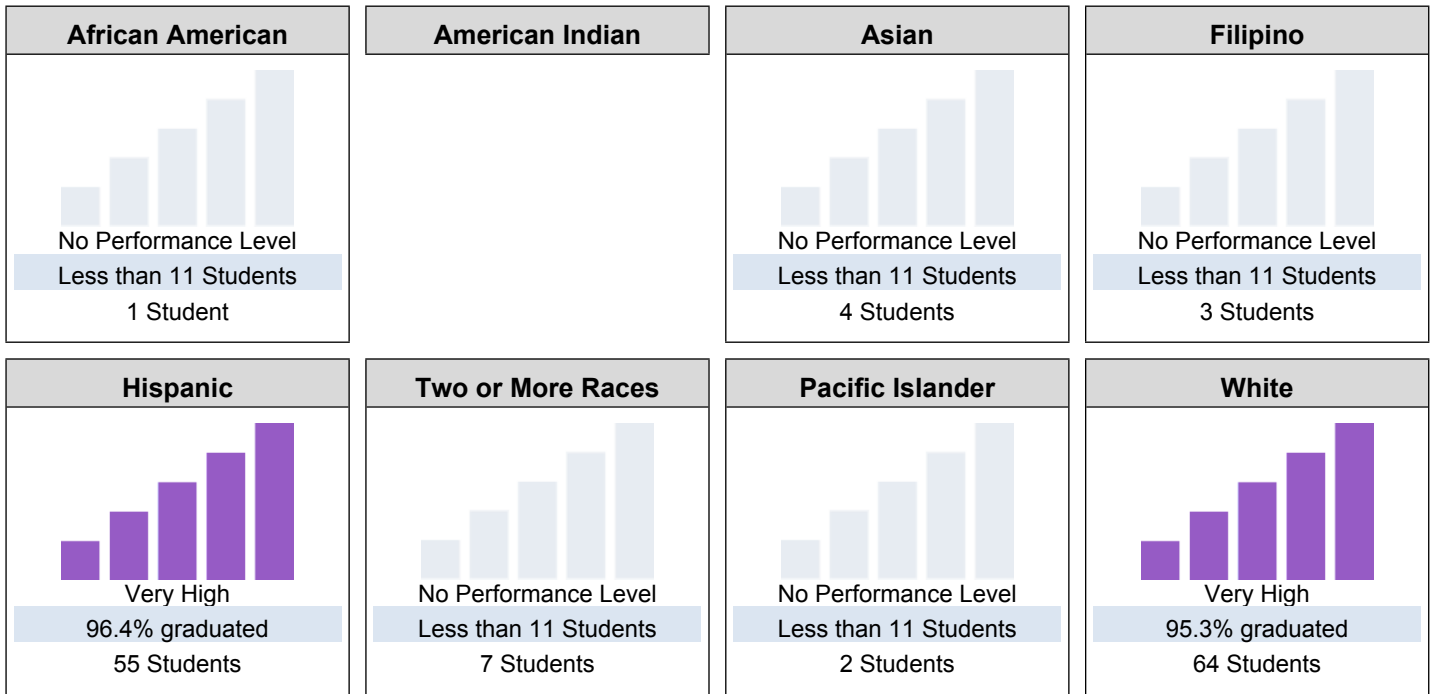


This section provides information about students completing high school, which includes students who receive a standard high school diploma.





**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

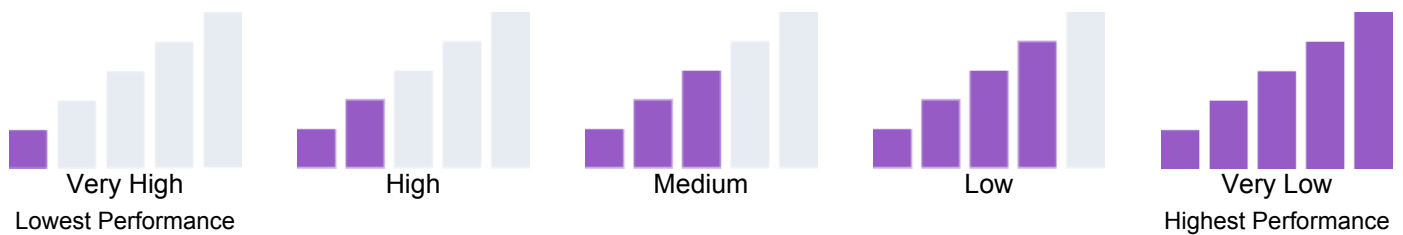
1. Graduation rate continues to be a strong category for Orcutt Academy High School. The Graduation Rate indicators for all students (99.97% of whom graduated) and for all subgroups are blue. All Hispanic and Socioeconomically Disadvantaged students graduated, and White students graduated at a 99.97% rate.

# School and Student Performance Data

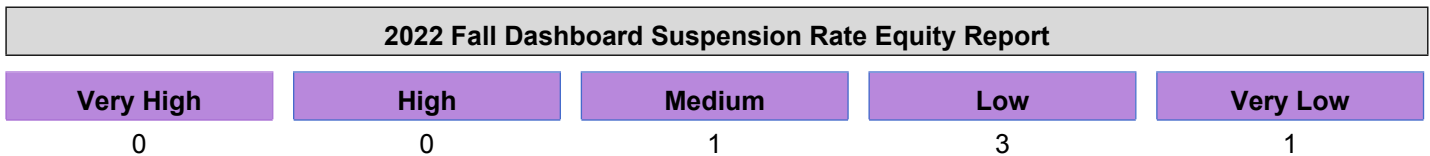
## Conditions & Climate Suspension Rate

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](#).

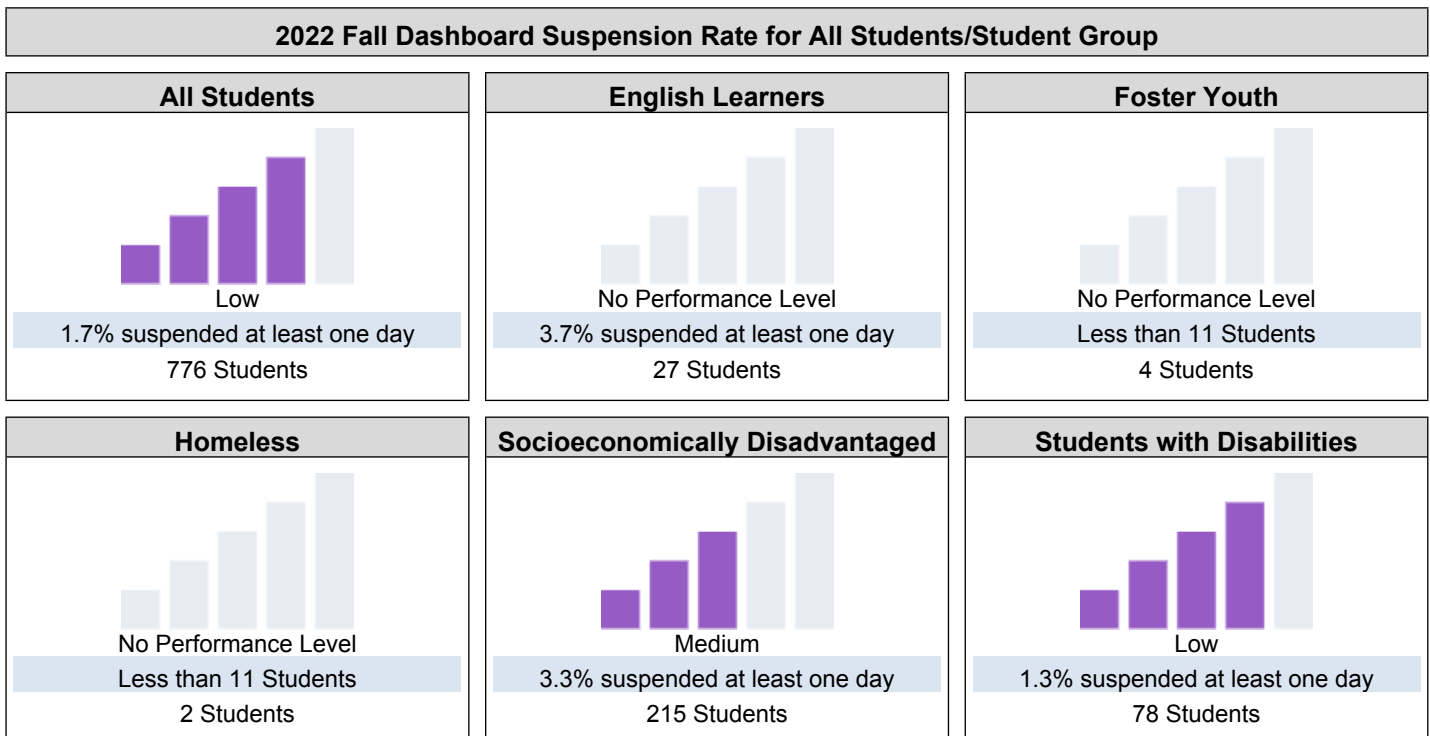
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



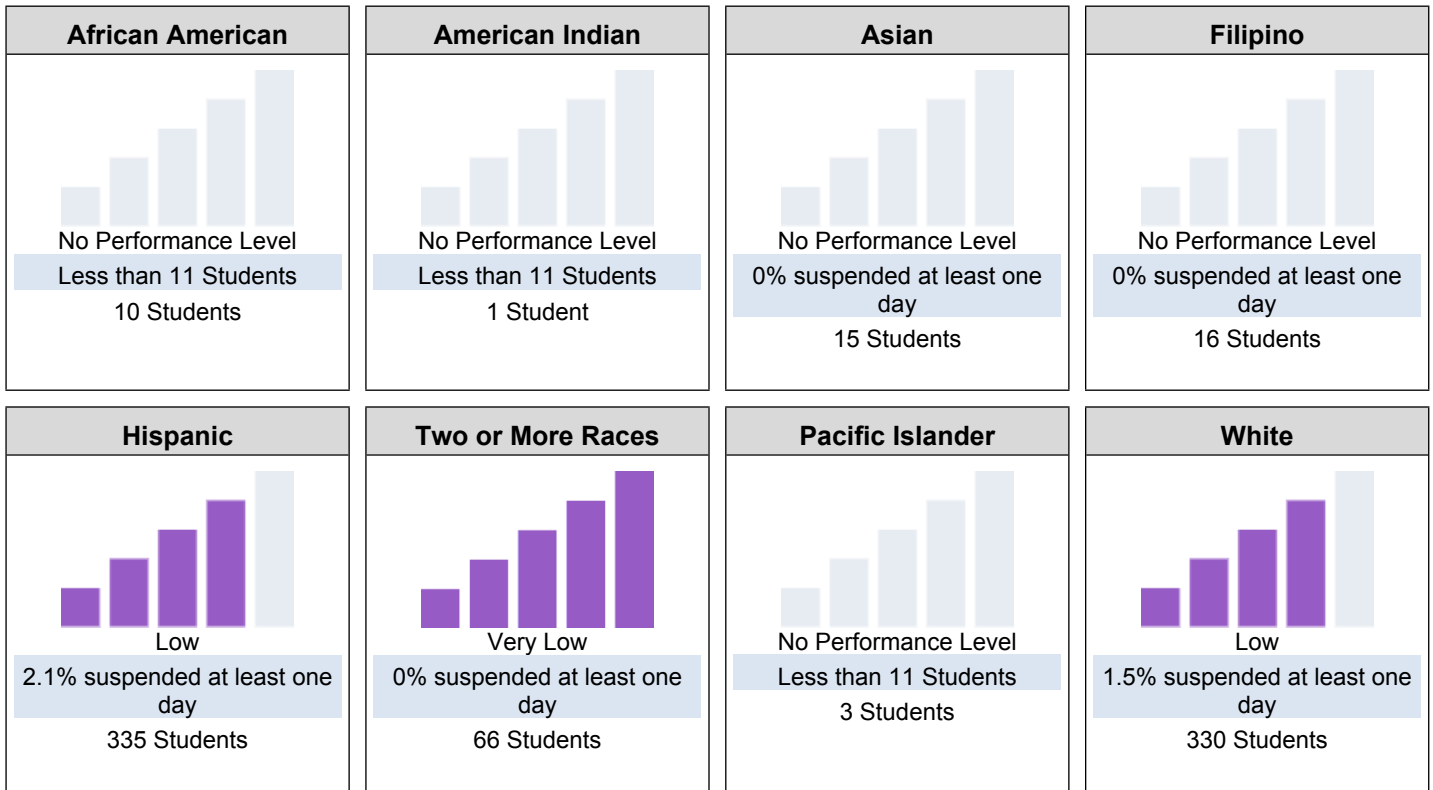
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

- The Suspension Rate at OAHS for 2022-2023 was 3.46%
- 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.
- 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	<p>Increase E/LA proficiency by 5%</p> <p>BASELINE</p> <p>2022 CAASPP E/LA Results (% proficient or above) 63.3% overall</p> <p>Grade level results: 42% of 3rd graders 22% of 4th graders 56% of 5th graders 43% of 6th graders 55% of 7th graders 59% of 8th graders 72% of 11th graders</p> <p>Subgroup results: Socioeconomically disadvantaged: 53.97% English Learners: not a statistically significant subgroup Students with disabilities: 20% Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup</p>	<p>2023 CAASPP E/LA Results (% proficient or above) 61.2% overall (goal not met)</p> <p>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)</p> <p>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</p>

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention</p>	<p>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.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Each site will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA. (Examples: academic vocabulary, citing evidence in writing, and close reading.)</p> <p>TOSAs will support teachers by presenting paid professional development opportunities on selected afternoons after school. Topics will include district curriculum and applications that can support learning.</p> <p>OAHS will implement an English Support course for English Learners. The course will feature ThinkCERCA (Claim, Evidence, Reasoning, Counterargument, Audience) curriculum. Meanwhile, one district TOSA will specialize in English Language</p>	<p>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.</p> <p>English Language Development (ELD) for English Learners took place in two ways. Teachers delivered designated ELD lesson using the ELD component of their E/LA texts and also assigned activities in Imagine Learning, an evidence-based online ELD curriculum. 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.</p> <p>OAHS English teachers continued their work on collaborating around vertical articulation of essential standards, curriculum, common formative assessments, and interventions.</p> <p>In its Virtual Learning Academy, OAHS provided rigorous English/language instruction delivered via the Edgenuity online curriculum.</p> <p>OAHS and Taft College partnered on multiple concurrent enrollment offerings for 2023-2024, including ENGL 1501</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Development (ELD) for English Learners. Imagine Learning will be emphasized as a tool for designated ELD.</p> <p>OAHS English teachers will continue their work on collaborating around vertical articulation of curriculum and textbook usage.</p> <p>In its new Virtual Learning Academy, OAHS will work to provide rigorous English/language instruction delivered via the Edgenuity online curriculum.</p> <p>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.</p>	<p>(Freshman Composition: Exposition).</p>		
<p><b>B. Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.</p> <p>In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment</p>	<p>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.</p> <p>At OAK-8, results of NWEA Reading testing and Acadience Reading</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>data. Metrics to help with this will include common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, state CAASPP tests in E/LA, and results of the PSAT in English.</p>	<p>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.</p>		
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts.</p> <p>OAHS will continue the following intervention activities:</p> <ul style="list-style-type: none"> <li>• College Corps Tutor through Allan Hancock College is on campus 3 days a week.</li> <li>• After and before school</li> </ul>	<p>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.</p> <p>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.</p>	<p>OA portion of a district Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Salaries of hourly support teachers at OAK-8 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 36,000</p> <p>Salaries of afterschool tutoring teachers at OAHS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 15,000</p>	<p>OA portion of a district Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries District Funded 19,057.52</p> <p>Salaries of hourly support teachers at OAK-8 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 50,340.96</p> <p>Salaries of afterschool tutoring/intervention teachers at OAHS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 17,456.21</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>homework assistance offered four days a week.</p> <ul style="list-style-type: none"> <li>• After-school Peer Tutoring three days a week</li> <li>• SPIN (Specialized Instruction) Program in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction.</li> <li>• Mandatory after school Intervention where students below 2.0 GPA get support three days a week.</li> </ul>			

## 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	<p>Increase math proficiency by 5%</p> <p>BASELINE</p> <p>2022 CAASPP Math Results (% proficient or above) 44.8% overall</p> <p>Grade level results: 49% of 3rd graders 49% of 4th graders 43% of 5th graders 30% of 6th graders 62% of 7th graders 50% of 8th graders 42% of 11th graders</p> <p>Subgroup results: Socioeconomically disadvantaged: 23.44% English Learners: not a statistically significant subgroup Students with disabilities: 20% Foster youth: not a statistically significant subgroup Homeless youth: not a statistically significant subgroup</p>	<p>2023 CAASPP Math Results (% proficient or above) 42.1% overall (goal not met)</p> <p>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)</p> <p>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</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Initial Classroom Instruction (Tier 1)</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory</p>	<p>Teachers continued their use of district-adopted textbook programs in mathematics (Math Expressions in grades K5, CPM in grades 6-8 and selected series in grades 9-12). Zearn/Eureka/Desmos Math has been utilized as supplemental curriculum</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Mathematics (CPM) in grades 6-8, and CPM and selected series in grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District 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.</p> <p>Each school will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math. An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.</p> <p>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</p>	<p>in order to differentiate for students who need intervention or enrichment.</p> <p>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.</p> <p>TOSAs continued to support classroom teachers with implementation of the math curriculum. TOSAs offered some afterschool professional development sessions on Zearn/Eureka Math.</p> <p>The district's Campus Connection Childcare Program capitalized on state Expanded Learning Opportunities Program</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>qualifying them to take Geometry in ninth grade.</p> <p>OAHS will continue to offer an Algebra support course as a companion course to students who are struggling with Algebra (see comment for Strategy/Activity 3). 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.</p> <p>In Virtual Learning Academy, OAHS will work to provide rigorous mathematics instruction delivered via the Edgenuity online curriculum.</p> <p>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.</p>	<p>(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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Rigorous math curriculum continued to be offered through the OAHS Virtual</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>Learning Academy which was also utilized for students in need of "a-g" Credit Recovery.</p> <p>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.</p>		
<p><b>B. Progress Monitoring</b></p> <p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.</p> <p>In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. 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,</p>	<p>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.</p> <p>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.</p> <p>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.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
state CAASPP, and PSAT tests in math.			
<p>C. Academic Intervention (Tier 2)</p> <p>Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.</p> <p>The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.</p> <p>OAHS will continue the following intervention activities:</p> <ul style="list-style-type: none"> <li>• One during-school support classes in Algebra</li> <li>• Before-school homework assistance program five days a week</li> <li>• After-school homework assistance program three days a week</li> <li>• After-school tutoring support in Algebra, Geometry, and Algebra 2</li> </ul>	<p>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.</p> <p>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.</p>	<p>Expenses associated with OAHS Math Department assessment</p> <p>All other expenses listed elsewhere in this section or under Goal 1</p> <p>5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 200</p>	<p>Expenses associated with OAHS Math Department assessment were absorbed within classroom supply budgets.</p> <p>All other expenses listed under Goal 1</p> <p>0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• SPIN (Specialized Instruction) Program, in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction.</li> <li>• After school Intervention course 3 days a week for students under a 2.0.</li> </ul>			

## 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	<p>Increase overall attendance to 94% or higher</p> <p>Reduce chronic absenteeism to 12% or lower</p> <p>BASELINE</p> <p>Overall attendance was 91.67% at OAHS, 90.83% at OAK-8.</p> <p>Chronic absenteeism at OAHS was 19.36% overall. Subgroup chronic absenteeism:</p> <ul style="list-style-type: none"> <li>Low-income students = 29.03%</li> <li>Students with disabilities = 28.89%</li> <li>English Learners = 30.80%</li> <li>Foster youth = 33.33%</li> <li>Homeless youth = 0%</li> </ul> <p>Chronic absenteeism at OAK-8 was 26.09% overall. Subgroup chronic absenteeism:</p> <ul style="list-style-type: none"> <li>Low-income students = 33.33%</li> <li>Students with disabilities = 19.05%</li> <li>English Learners = 40.00%</li> <li>Foster youth = 0%</li> <li>Homeless youth = 0%</li> </ul>	<p>2022-2023 overall attendance was 93.89% at OAHS, 93.74% at OAK-8 (goal not met at both sites)</p> <p>2022-2023 chronic absenteeism was 16.31% at OAHS, 12.14% at OAK-8 (goal not met at both sites).</p> <p>Subgroup chronic absenteeism:</p> <ul style="list-style-type: none"> <li>Low-income students = 11.11% at OAHS, 0% at OAK-8 (goal met at both sites)</li> <li>Students with disabilities = 29.27% at OAHS, 0% at OAK-8 (goal not met at OAHS, met at OAK-8)</li> <li>English Learners = 10.00% at OAHS, 33.33% at OAK-8 (goal met at OAHS, not met at OAK-8)</li> </ul>

## 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
<p>parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.</p> <p>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.</p>	<p>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.</p>		
<p><b>B. School Programming</b></p> <p>Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.</p> <p>As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p> <p>Provide support for at-risk students: Identify students who are frequently absent and offer personalized support. Establish a dedicated team, including</p>	<p>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.</p> <p>COVID did continue during the school year, and this caused a number of students to miss school for extended time periods.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Utilize parent letters and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (&gt;10% excused absences).</p>			

## 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
<p>Student Survey Parent Survey California Healthy Kids Survey</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time</p> <p>BASELINE</p> <p>OAHS Student survey: There are adults at school who...</p> <ul style="list-style-type: none"> <li>• Really care about them, 76%</li> <li>• Notice when they are not there, 71%</li> <li>• Listen to them when they have something to say, 78%</li> <li>• Are there for them when they have a problem or concern, 76%</li> <li>• Believe they will be a success, 78%</li> </ul> <p>Parent survey: At my child's school...</p> <ul style="list-style-type: none"> <li>• School staff communicate with parents about what is happening at the school, 88%</li> <li>• Teachers communicate with parents about what students are expected to learn, 80%</li> <li>• Parents feel welcome to be involved in the school, 81%</li> <li>• There is someone at school to talk to about a problem or concern, 83%</li> <li>• School staff take parent concerns seriously, 71%</li> </ul> <p>OAK-8 Student survey: There are adults at school who...</p> <ul style="list-style-type: none"> <li>• Really care about them, 83%</li> </ul>	<p>October 2023 Student and Parent Surveys (reported in % agreeing or strongly agreeing with survey prompts):</p> <p>OAHS Student Survey: There are adults at school who...</p> <ul style="list-style-type: none"> <li>• Really care about them, 66% (goal not met)</li> <li>• Notice when they are not there, 65% (goal not met)</li> <li>• Listen to them when they have something to say, 69% (goal not met)</li> <li>• Are there for them when they have a problem or concern, 67% (goal not met)</li> <li>• Believe they will be a success, 69% (goal not met)</li> </ul> <p>OAHS Parent Survey: At my child's school ...</p> <ul style="list-style-type: none"> <li>• School staff communicate with parents about what is happening at the school, 88% (same)</li> <li>• Teachers communicate with parents about what students are expected to learn, 82% (goal met)</li> <li>• Parents feel welcome to be involved in the school, 84% (goal met)</li> <li>• There is someone at school to talk to about a problem or concern, 86% (goal met)</li> <li>• School staff take parent concerns seriously, 72% (goal met)</li> </ul> <p>OAK-8 Student Survey: There are adults at school who...</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<ul style="list-style-type: none"> <li>• Notice when they are not there, 64%</li> <li>• Listen to them when they have something to say, 64%</li> <li>• Are there for them when they have a problem or concern, 61%</li> <li>• Believe they will be a success, 78%</li> </ul> <p>Parent survey: At my child's school...</p> <ul style="list-style-type: none"> <li>• School staff communicate with parents about what is happening at the school, 86%</li> <li>• Teachers communicate with parents about what students are expected to learn, 91%</li> <li>• Parents feel welcome to be involved in the school, 74%</li> <li>• There is someone at school to talk to about a problem or concern, 94%</li> <li>• School staff take parent concerns seriously, 77%</li> </ul>	<ul style="list-style-type: none"> <li>• Really care about them, 70% (goal not met)</li> <li>• Notice when they are not there, 67% (goal met)</li> <li>• Listen to them when they have something to say, 60% (goal not met)</li> <li>• Are there for them when they have a problem or concern, 70% (goal met)</li> <li>• Believe they will be a success, 70% (goal not met)</li> </ul> <p>OAK-8 Parent Survey: At my child's school...</p> <ul style="list-style-type: none"> <li>• School staff communicate with parents about what is happening at the school, 83% (goal not met)</li> <li>• Teachers communicate with parents about what students are expected to learn, 83% (goal not met)</li> <li>• Parents feel welcome to be involved in the school, 76% (goal met)</li> <li>• There is someone at school to talk to about a problem or concern, 76% (goal not met)</li> <li>• School staff take parent concerns seriously, 69% (goal not met)</li> </ul>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Focus on Relationships and Social/Emotional Learning</p> <p>Teachers and schools will emphasize teacher-student relationships at the outset of the 2023-2024 school year.</p> <p>Team building and lessons in social/emotional learning will be planned for Spartan Homeroom at</p>	<p>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.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>OAHS and for student "families" at OAK-8.</p> <p>The district will provide professional development on the topic of trauma-informed practice in schools and other pertinent topics.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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-</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>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.</p>		
<p><b>B. Support for Families</b></p> <p>Principals, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.</p> <p>The district will add community liaison services at OAK-8 and OAHS so more family support can be provided.</p> <p>The district as well as community partners such as Youthwell will provide a range of parent education offerings via Zoom and other virtual platforms.</p> <p>The high school is in its 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.</p>	<p>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.</p> <p>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</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>past parent workshops on a range of pertinent topics. A link to these recordings has been shared.</p> <p>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.</p>		

## 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	<p>Maintain/decrease current suspension/expulsion rates for students and each student group</p> <p>BASELINE</p> <p>Suspension rate for 2021-2022</p> <p>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</p> <p>No expulsions</p> <p>OAK-8 No suspensions</p> <p>No expulsions</p>	<p>Suspension rate for 2022-2023:</p> <p>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)</p> <p>No expulsions (goal met)</p> <p>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)</p> <p>No expulsions (goal met)</p>

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Culture</p> <p>At the outset of the school year, teachers will focus on establishing relationships and rapport with students. Our "FCC" program will help incoming ninth graders to</p>	<p>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.</p>	<p>Incentives for PBIS 5000-5999: Services And Other Operating Expenditures Site Formula Funds 500</p>	<p>Incentives, signage, and other expenses associated with PBIS implementation were absorbed by general charter budget and other budgets, not site budgets. 0</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>become acclimated to OAHS.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>stronger affiliation with each other and their school.</p> <p>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.</p>		
<p><b>B. Social/Emotional Learning and Support</b></p> <p>Throughout the school year, teachers will devote time to social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.</p> <p>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</p>	<p>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.</p> <p>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</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>relationships (The Spartan Code). The district expects to implement SEE Learning in 2022-2023.</p> <p>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.</p>	<p>day focused on PBIS, SEE Learning, and numerous other topics.</p> <p>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.</p> <p>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.</p>		

## 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

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	OA portion of a district Teacher on Special Assignment
<b>Amount</b>	36,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salaries of hourly support teachers at OAK-8
<b>Amount</b>	15,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salaries of afterschool tutoring teachers at OAHS



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Math Achievement

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of Mathematics

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include Mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Assessments in mathematics	<p>2023 CAASPP Math Results (% proficient or above) 42.1% overall</p> <p>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</p> <p>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</p>	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: <ul style="list-style-type: none"><li>• Low-income students = 11.11% at OAHS, 0% at OAK-8</li><li>• Students with disabilities = 29.27% at OAHS, 0% at OAK-8</li><li>• English Learners = 10.00% at OAHS, 33.33% at OAK-8</li></ul>	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 appropriate.

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... <ul style="list-style-type: none"> <li>• Really care about them, 66%</li> <li>• Notice when they are not there, 65%</li> <li>• Listen to them when they have something to say, 70%</li> <li>• Are there for them when they have a problem or concern, 67%</li> <li>• Believe they will be a success, 79%</li> </ul> Parent survey: At my child's school ... <ul style="list-style-type: none"> <li>• School staff communicate with parents about what is</li> </ul>	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time



**Metric/Indicator****Baseline****Expected Outcome**

	<p>happening at the school, 88%</p> <ul style="list-style-type: none"> <li>• Teachers communicate with parents about what students are expected to learn, 80%</li> <li>• Parents feel welcome to be involved in the school, 81%</li> <li>• There is someone at school to talk to about a problem or concern, 83%</li> <li>• School staff take parent concerns seriously, 71%</li> </ul> <p>OAK-8</p> <p>Student survey: There are adults at school who...</p> <ul style="list-style-type: none"> <li>• Really care about them, 83%</li> <li>• Notice when they are not there, 64%</li> <li>• Listen to them when they have something to say, 64%</li> <li>• Are there for them when they have a problem or concern, 61%</li> <li>• Believe they will be a success, 78%</li> </ul> <p>Parent survey: At my child's school...</p> <ul style="list-style-type: none"> <li>• School staff communicate with parents about what is happening at the school, 86%</li> <li>• Teachers communicate with parents about what students are expected to learn, 91%</li> <li>• Parents feel welcome to be involved in the school, 74%</li> <li>• There is someone at school to talk to about a problem or concern, 94%</li> <li>• School staff take parent concerns seriously, 77%</li> </ul>	
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**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

<b>Amount</b>	500
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Incentives for PBIS

## Strategy/Activity 2

### B. Social/Emotional Learning and Support

Throughout the school year, teachers will devote time to social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

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
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	51,200.00
Site Formula Funds	500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	51,000.00
5000-5999: Services And Other Operating Expenditures	700.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	51,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	500.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 2 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Rhett Carter	Principal
Jared Banks	Principal
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

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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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.



## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program



## EDUCATIONAL SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D.

FROM: Joe Dana  
Assistant Superintendent, Educational Services

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Revision to Board Policy 5131.9 – Academic Honesty

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 5131.9 on academic honesty to do the following:

- Address prohibited and permitted student use of technology, including artificial intelligence, as it relates to academic honesty;
- Include that students with disabilities may use technology as a learning tool for any purpose identified in their individualized education program (IEP);
- State that students suspected of using technology in violation of this policy shall be given the opportunity to demonstrate that the use of technology was in accordance with this policy; and
- State that any information acquired from an employee's use of technology in determining whether a student has committed an act of academic dishonesty shall be shared with the student and the student's parent/guardian as appropriate.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 5131.9 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

## ACADEMIC HONESTY

The ~~Board of Trustees~~ **Governing Board** believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

~~(cf. 5131—Conduct)~~

~~(cf. 6162.6—Use of Copyrighted Materials)~~

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

~~(cf. 5137—Positive School Climate)~~

~~(cf. 5144—Discipline)~~

The Superintendent or designee may establish a committee comprised of students, parents/guardians, staff, administrators and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site level discipline rules.

~~(cf. 1220—Citizen Advisory Committee)~~

### **Prohibited and Permitted Technology Use**

As the district's standards for academic achievement are designed to challenge all students to reach their full potential in acquiring the knowledge and skills needed for success in postsecondary education, employment, and responsible citizenship, any use of technology that prevents or inhibits a student from achieving these standards is prohibited. Prohibited uses include, but are not limited to, using technology primarily or solely for the completion of coursework as a student's original work and generating answers to mathematical, scientific, or analytical problems.

Permitted uses of technology include, but are not limited to, conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications.

Additionally, consistent with the limitations expressed in this policy and with teacher consent, students may also use technology to assist with assessments, homework, and/or makeup work or other uses approved by the teacher.

## Students

## BP 5131.9 (b)

However, a student with a disability shall be permitted to use technology for any purpose identified in the student's individualized education program as a tool to support the student's learning.

If an employee suspects that a student has used technology in violation of this policy, the student shall be given the opportunity to demonstrate that the use of technology was in accordance with this policy.

Any information acquired from an employee's use of technology in determining whether a student has committed an act of academic dishonesty shall be shared with the student, and the student's parent/guardian as appropriate.

The Superintendent or designee may provide training to staff regarding the use of technology to improve education, including the detection of plagiarism and sensitivity to potential discrimination from algorithmic bias.

Legal Reference:

~~EDUCATION CODE~~

~~35291-35291.5 Rules~~

***State***

Ed. Code 35291-35291.5: Rules

Ed. Code 56341.1: Assistive technology devices for a student with a disability

***Federal***

20 USC 1401: Assistive technology device; definition

***Management Resources***

Metropolitan Ed. Research Consortium Publication: Balancing the Benefits and Risks of AI Large Language Models in K12 Public Schools, 2023

USDOE Office of Educational Technology Publication: Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023

Website: Metropolitan Educational Research Consortium

Website: CSBA District and County Office of Education Legal Services

Policy Adopted: ~~10/15/08~~ 1/10/24

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: December 13, 2023

BOARD AGENDA ITEM: Revision to Board Policy 6154 – Homework/Makeup Work

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 6154 on homework/makeup work to do the following:

- Add that meaningful homework can provide enrichment and contribute to life-long learning habits;
- Address student use of technology, including artificial intelligence, as it relates to homework and makeup work;
- Provide that teachers may design homework assignments to inspire students' interests; and
- Include that students may work with other students and use approved outside resources as directed by the teacher.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 6154 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

**HOMEWORK/MAKEUP WORK**

The ~~Governing Board of Trustees~~ recognizes that meaningful homework assignments can be a valuable extension of student learning time, provide enrichment, and assist students in developing good study habits. ~~contributes toward building responsibility, self-discipline and life-long learning habits. and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.~~ Homework ~~and/or makeup~~ shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

~~Students may use technology to assist with homework and/or makeup work in conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications, as specified in Board Policy 5131.9 - Academic Honesty and Board Policy 6163.4 - Student Use of Technology.~~

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

~~(cf. 6011 - Academic Standards)~~

~~Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.~~

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives ~~and inspire students' interests.~~

~~(cf. 4131 - Staff Development)~~

~~Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.~~

~~Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, learn to work independently, and develop good personal study habits.~~

~~At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines shall also be included in student and/or parent/guardian handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.~~

## Instruction

BP 6154 (b)

Although it is the student's responsibility to ~~do most homework~~ **undertake** assignments independently, ~~the Board expects teachers at all grade levels to use parents/guardians as a contributing resource~~ **may serve** ~~and are encouraged to ensure that their child's homework assignments are completed.~~ ~~When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.~~ **Students may also work with other students and use approved outside resources as directed by the teacher.**

~~(cf. 5020—Parent Rights and Responsibilities)~~

~~(cf. 6020—Parent Involvement)~~

To further support students' homework efforts, the Superintendent or designee may establish and maintain electronic forums, provide access to school library media centers and technological resources, and/or before-school and after-school programs where students can receive homework assistance from teachers, volunteers and/or more advanced student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

**Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.**

**If a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.**

~~(cf. 1240—Volunteer Assistance)~~

~~(cf. 1700—Relations between Private Industry and the Schools)~~

~~(cf. 3541—Transportation Routes and Services)~~

~~(cf. 5148—Child Care and Development)~~

~~(cf. 5148.2—Before/After School Programs)~~

~~(cf. 6112—School Day)~~

~~(cf. 6142.4—Service Learning/Community Service Classes)~~

~~(cf. 6163.1—Library Media Centers)~~

## Makeup Work

Students who ~~miss school~~ **are absent from school** shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

~~(cf. 5113—Absences and Excuses)~~

## Instruction

BP 6154 (c)

The Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

~~(cf. 5121—Grades/Evaluation of Student Achievement)~~

~~(cf. 5145.6—Parental Notifications)~~

## Suspended Students

When a parent/guardian of a student who has been suspended for two or more school days' requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

~~(cf. 5144.1—Suspension and Expulsion/Due Process)~~

## Homework Time (Average Amount)

~~Homework includes all work assigned by the teacher(s). The time allotment is based on time estimated for an average student working at a focused pace in an uninterrupted environment. Long-term projects may require additional time to complete. The guidelines do not include minutes provided for school-wide academic interventions or expected and encouraged daily independent reading. Homework times may vary occasionally.~~

~~Students in grades K-8 should be assigned homework Monday through Thursday and Friday as needed based on the time allotment. Students taking high school credit courses while in middle school are subject to the same guidelines as high school students. Students in grades 9-12 should be assigned homework Monday through Friday.~~

## Average Time Allotment

~~Kindergarten 10-20 minutes per night~~

~~First Grade 15-20 minutes per night~~

~~Second-Third Grade 20-30 minutes per night~~

~~Fourth Grade 30-45 minutes per night~~

~~Fifth Grade 45-60 minutes per night~~

~~Sixth Grade 60-90 minutes per night~~



## Instruction

BP 6154 (d)

~~Seventh-Eighth Grade 90-120 minutes per night  
Ninth-Twelfth Grade 5 hours per week, per academic subject. Classes and programs such as honors, college prep, Advanced Placement (AP) and college level may have additional homework and study requirements.~~

~~In middle and high school grades, teachers shall coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next day.~~

~~High school shall communicate and work in a cooperative manner to ensure that students do not receive unreasonable amounts of homework.~~

### Legal Reference:

#### EDUCATION CODE

~~8420-8428 21st Century High School After School Safety and Enrichment for Teens~~

~~8482-8484.65 After School Education and Safety Program~~

~~8484.7-8484.9 21st Century Community Learning Centers~~

~~48205 Absences for personal reasons~~

~~48913 Completion of work missed by suspended student~~

~~48913.5 Homework assignments for suspended students~~

~~48980 Parental notifications~~

#### UNITED STATES CODE, TITLE 20

~~7171-7176 21st Century Community Learning Centers~~

### Management Resources:

#### CSBA PUBLICATIONS

~~Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016~~

#### WEB SITES

~~CSBA: <http://www.csba.org>~~

~~California State PTA: <http://www.capta.org>~~

### *State*

Ed. Code 46120: Expanded Learning Opportunities Program

Ed. Code 48205: Absence from school for jury duty or precinct board service

Ed. Code 48913: Completion of work missed by suspended student

Ed. Code 48913.5: Suspended students; homework assignments

Ed. Code 48980: Parent/Guardian notifications

Ed. Code 56341.1: Assistive technology devices for a student with a disability

Ed. Code 8420-8428: 21st Century High School After School Safety and Enrichment for Teens

Ed. Code 8482-8484.65: After School Education and Safety Program

Ed. Code 8484.7-8484.9: 21st Century Community Learning Centers

### **Federal**

20 USC 1401: Assistive technology device; definition

20 USC 7171-7176: 21st Century Community Learning Centers

### **Management Resources**

CSBA Publication: Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016

USDOE Office of Educational Technology Publication: Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023

Website: Metropolitan Educational Research Consortium

Website: CSBA District and County Office of Education Legal Services

Website: California State Parent Teacher Association

Website: CSBA

**Instruction**

**BP 6154 (e)**

Policy Adopted: ~~02/12/20~~ 1/10/24

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: December 13, 2023

BOARD AGENDA ITEM: Revision to Board Policy 6162.5 – Student Assessment

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 6162.5 on student assessment to do the following:

- State that student use of technology to complete assessments be done as specified in Board Policy 5131.9 on academic honesty and Board Policy 6163.4 on student use of technology;
- Allow results of state interim and formative assessments to be used to communicate with students' parents/guardians and identify professional development needs; and
- Allow, with parent/guardian consent, an individual student's CAASPP results to be released to a postsecondary educational institution for the purpose of credit, placement, or admission.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 6162.5 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

**STUDENT ASSESSMENT**

The **Governing** Board of Trustees recognizes that student assessments are an important instructional and accountability tool. To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments.

~~(cf. 6162.51—State Academic Achievement Tests)~~

Any student use of technology to complete assessments shall be as specified in Board Policy 5131.9 - Academic Honesty and Board Policy 6163.4 - Student Use of Technology.

Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in district programs, and/or eligibility for graduation. In addition, summary data on student assessment results shall be used by the district to identify and review student achievement goals in the district's local control and accountability plan, evaluate district educational programs in order to identify needed improvements, and, as appropriate, evaluate staff performance.

~~(cf. 0460—Local Control and Accountability Plan)~~

~~(cf. 0500—Accountability)~~

~~(cf. 2140—Evaluation of the Superintendent)~~

~~(cf. 4115—Evaluation/Supervision)~~

~~(cf. 4315—Evaluation/Supervision)~~

~~(cf. 5121—Grades/Evaluation of Student Achievement)~~

~~(cf. 5123—Promotion/Acceleration/Retention)~~

~~(cf. 6011—Academic Standards)~~

~~(cf. 6142.7—Physical Education and Activity)~~

~~(cf. 6190—Evaluation of the Instructional Program)~~

In selecting or developing a district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it **aligns with** ~~corresponds to~~ the material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions, and that test administration procedures are fair and equitable for all students.

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

~~(cf. 6162.54—Test Integrity/Test Preparation)~~

As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, and/or school site to allow for critical analysis of student needs.

The Superintendent or designee shall provide professional development **as needed** to assist administrators and teachers in interpreting and using assessment data to improve student performance and the instructional program.

## Instruction

## BP 6162.5 (b)

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the community in understanding test results.

~~(cf. 4131—Staff Development)~~

~~(cf. 4331—Staff Development)~~

~~When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results.~~

~~(cf. 0510—School Accountability Report Card)~~

## Interim and Formative Assessments

State interim and formative assessments may be used in combination with other sources of information to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning, and for communicating with students' parents/guardians and identifying professional development goals. Results from interim and formative assessments shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, student grade promotion or retention, graduation, course or class placement, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs. (Education Code 60642.6, 60642.7)

~~(cf. 5123—Promotion/Acceleration/Retention)~~

~~(cf. 6146.1—High School Graduation Requirements)~~

~~(cf. 6164.4—Identification and Evaluation of Individuals for Special Education)~~

~~(cf. 6174—Education for English Learners)~~

The Superintendent or designee shall ensure that teachers who administer interim and formative assessments have access to all functions and information designed for teacher use related to such assessments and student performance on the assessments. (Education Code 60642.6)

## Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following (Education Code 60607)

1. The results of the state achievement tests required and administered as part of the California Assessment of Student Performance and Progress or any predecessor assessments, pursuant to Education Code 60640-60649
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

## Instruction

BP 6162.5 (c)

(cf. 6178—Career Technical Education)

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student without the written consent of the student's parent/guardian or the student if he/she is an adult or emancipated minor. The student or **the student's his/her** parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. **Furthermore, the results of an individual student on the CAASPP may be released to a postsecondary educational institution for the purpose of credit, placement, or admission.** (Education Code 60607)

(cf. 5125—Student Records)

### Legal Reference:

#### EDUCATION CODE

~~313 Assessment of English language development~~  
~~10600-10610 California Education Information System~~  
~~44660-44665 Evaluation and assessment of performance of certificated employees (Stull Act)~~  
~~49558 Free and reduced-price meals; use of individual applications and records~~  
~~51041 Evaluation of educational program~~  
~~51450-51455 Golden State Seal Merit Diploma~~  
~~52052 Accountability; numerically significant student subgroups~~  
~~52060-52077 Local control and accountability plan~~  
~~60600-60649 Assessment of academic achievement especially:~~  
~~60640-61649 California Assessment of Student Performance and Progress~~  
~~60800 Physical fitness testing~~  
~~60810 Assessment of English language development~~  
~~60900 California Longitudinal Pupil Achievement Data System~~

#### CODE OF REGULATIONS, TITLE 5

~~850-870 California Assessment of Student Performance and Progress~~

#### UNITED STATES CODE, TITLE 20

~~9622 National Assessment of Educational Progress~~

### Management Resources:

#### WEB SITES

CSBA: <http://www.esba.org>

California Department of Education, Testing, and Accountability: <http://www.cde.ca.gov/ta>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

U.S. Department of Education: <http://www.ed.gov>

### **State**

**5 CCR 850-876: California Assessment of Student Performance and Progress**

**Ed. Code 10600-10610: California Education Information System**

**Ed. Code 313: Assessment of English language development**

**Ed. Code 44660-44665: Evaluation and assessment of performance of certificated employees**

**Ed. Code 49558: Free and reduced-price meals; use of individual applications and records**

**Ed. Code 51041: Evaluation of the educational program**

**Ed. Code 51450-51455: Golden State Seal Merit Diploma**

**Ed. Code 52052: Accountability; numerically significant student subgroups**

**Ed. Code 52060-52077: Local control and accountability plan**

**Ed. Code 56341.1: Assistive technology devices for a student with a disability**

**Ed. Code 60600-60649: Assessment of academic achievement**

**Ed. Code 60640-60649: California Assessment of Student Performance and Progress**

**Ed. Code 60800: Physical performance test**

**Ed. Code 60900: California Longitudinal Pupil Achievement Data System**

## Instruction

BP 6162.5(d)

Ed. Code 60910: California State Preschool Program Longitudinal Pupil Achievement Data System

### ***Federal***

20 USC 1401: Assistive technology device; definition

20 USC 9622: National Assessment of Educational Progress

### ***Management Resources***

USDOE Office of Educational Technology Publication Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023

Website: Metropolitan Educational Research Consortium

Website: CSBA District and County Office of Education Legal Services

Website: California Department of Education, Testing and Accountability

Website: Smarter Balanced Assessment Consortium

Website: U.S. Department of Education

Website: CSBA

Policy Adopted: ~~05/09/18~~ 1/10/24

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## HUMAN RESOURCE MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D

FROM: Susan Salucci  
Assistant Superintendent, Human Resource

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Azusa Pacific University

BACKGROUND: Azusa Pacific University is requesting approval of the Teacher Education Agreement with the Orcutt Union School District for Adapted Physical Education Fieldwork Experience.

RECOMMENDATION: It is recommended that the Board of Trustees approve the Azusa Pacific University Teacher Agreement for Adapted Physical Education Fieldwork Experience with the Orcutt Union School District.

FUNDING: N/A





School of Behavioral and Applied Sciences

## MEMORANDUM OF UNDERSTANDING

**THIS AGREEMENT**, effective as of December 15, 2023 (the “Effective Date”), entered into by and between **Azusa Pacific University**, a California non-profit religious corporation, hereinafter called the **UNIVERSITY**, and **Orcutt Union School District**, hereinafter called the **DISTRICT**:

### WITNESSETH

**WHEREAS**, the governing board of a school district may enter into agreements with a college or university approved by the Commission on Teacher Credentialing as a teacher education institution (Ed. Code Section 44227), to provide educational field experiences as may be called for in the requirements of the various authorized credentials for public school service; and

**WHEREAS**, any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

**WHEREAS**, the University operates fully-accredited educational programs for its candidates; and

**WHEREAS**, it is to the mutual benefit of the University and the District to make a program of educational fieldwork experiences available to the University’s candidates at the District’s facilities.

**NOW, THEREFORE**, it is mutually agreed upon between the parties as follows:

### TERMS AND CONDITIONS

1. **Term.** The term of this agreement shall commence on the Effective Date, and extend until terminating on **June 30, 2028**.
2. **Scope of Work.**
  - a. “Fieldwork” as used herein and elsewhere in this agreement means active participation in the duties and functions of teaching adapted physical education under the direct supervision and instruction of employees of the District (a) holding valid credentials and authorizations issued by the Commission on Teacher Credentialing, other than emergency or intern credentials, authorizing them to serve as adapted physical education teachers in the schools or classes in which the fieldwork is provided and (b) having completed a minimum of three years of successful teaching experience.
  - b. The District shall provide teaching experience through fieldwork in schools and classes

of the district for candidates who are assigned by the University to fieldwork in schools or classes of the District. Such fieldwork shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representatives may agree upon.

- c. The District may, for good cause, refuse to accept for fieldwork any candidate of the University assigned to fieldwork in the District and upon request of the District, made for good cause, the University shall terminate the assignment of any candidate of the University to fieldwork in the District.
- d. The University will ensure candidates who participate in fieldwork hold a Baccalaureate degree or higher from a regionally accredited institution of higher education and have satisfied the additional requirements of (a) passing the CBEST exam, (b) demonstrating Subject Matter Competence, (c) meeting U.S. Constitution, (d) possessing a valid certificate of clearance, (e) have a negative TB test within 2 years of the end date of the fieldwork assignment, (f) passing applicable Teaching Performance Assessments, and (g) passing core coursework in the adapted physical education added authorization program.
- e. An assignment of a candidate of the University to fieldwork in schools or classes of the District shall be, at the discretion of the University for a minimum of 35 hours for the first University term of fieldwork, and a minimum of 35 hours for the second University term of fieldwork. Fifty (50) percent of fieldwork hours shall be completed at preschool and elementary school sites, and fifty percent of fieldwork shall be completed at secondary (i.e., middle and high) school sites.

### **3. Insurance.**

- a. The District shall maintain minimum insurance coverage for Worker's Compensation, including Employer's Liability, covering its employees. The University shall maintain minimum insurance coverage for Worker's Compensation, including Employer's Liability, covering its employees and candidates.
- b. The District shall carry professional liability insurance coverage in the amount of \$1,000,000 per limit and \$3,000,000 in the aggregate, for its employees and agents. The University shall carry professional liability insurance coverage in the amount of \$1,000,000 per limit and \$3,000,000 in the aggregate, for its employees, agents, and candidates. The District shall maintain general liability insurance coverage in the amount of \$1,000,000 per incident and \$3,000,000 in the aggregate, covering its employees and agents. The University shall maintain general liability insurance coverage in the amount of \$1,000,000 per incident and \$3,000,000 in the aggregate, covering its employees, agents, and candidates.
- c. The District maintains proof of all insurance coverage and will provide said proof to the University upon request. The University maintains proof of all insurance coverage and will provide said proof to the District upon request.
- d. Employment status and responsibility for insurance coverage: It is understood that the University's candidates are fulfilling specific requirements for field experiences as part of a degree or credential program requirement, and therefore, the University's candidates do not thereby become employees of the District by virtue of their field experience. The University shall be responsible for providing insurance coverage for such candidates,

pursuant to Sections 3.a and 3.b of this agreement.

#### 4. Confidentiality.

- a. All verbal and written information exchanges, as well as proprietary information relating to business practices, procedures or methods of the District or the project shall remain strictly confidential and shall not be disclosed without consent of the District. The University agrees to notify candidates that they are responsible for respecting and maintaining the confidentiality of all information with respect to all students of the District.
- b. The University and the District agree to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974, and all requirements imposed by or pursuant to regulation of the Department of Education to the end that the rights and privacy of the students enrolled in the District and of their parents are not violated or invaded. This assurance is given to obtain access to individual student data for the purpose of using said data to fulfill assignments or contractual obligations with the District. The provisions of the Family Educational Rights and Privacy Act of 1974 include, but are not limited to ensuring that (a) no identification of students or their parent(s)/guardian(s) by persons other than representatives of the University and required persons performing activities mandated by the California Department of Education, California Commission on Teacher Credentialing (i.e. auditors) is permitted; (b) the individual student data will be destroyed when no longer needed for the purpose(s) for which they were obtained; (c) no access to individual student data shall be granted by the University to any other persons, agency, or organization without the written consent of the pupil's parent/guardian, except for sharing with other persons within the District or representatives of the University, so long as those persons have a legitimate interest in the information; (d) the District will not disclose the candidate records of the University's candidates except to University and District officials who have a legitimate need for the information consistent with their official responsibilities.

5. **Non-Discrimination.** The University and the District agree to make no distinction among candidates covered by this agreement on the basis of race, color, religion, national origin, gender, age, disability, or status as a veteran.

6. **Transportation of Students.** Neither the University nor the District will provide transportation for candidates between the University and the District school. Each candidate shall be responsible for his or her transportation.

7. **Scope of Authority.** The District shall exercise exclusive control over the administration, operation, maintenance and management of the District and its schools, and the University's candidates while they are in residence at the District. Subject thereto, the University shall exercise control and supervision over the operation, curriculum, faculty and candidates of the University within the prescribed framework.

#### 8. Indemnification.

- a. The University shall indemnify, save and hold harmless the District, its officers, directors, and employees from and against all obligations, claims and liabilities of any kind under state or federal law (including costs and attorney's fees) that may arise out of negligent acts or omissions of the University, and its officers, directors, candidates and employees during the course and scope of a University candidate's clinical training, but only in proportion to the extent of the University's responsibility.
- b. The District shall indemnify, save and hold harmless the University, its officers, directors, and employees from and against all obligations, claims and liabilities of any kind under state or federal law (including costs and attorney's fees) that may arise out of negligent acts or omissions

of the District, and its officers, directors, or employees during the course and scope of a University candidate's clinical training, but only in proportion to the extent of the District's responsibility.

- 9. **Termination.** Notwithstanding anything herein contained to the contrary, either party may terminate this agreement with thirty (30) days written notice to the undersigned. In the event of early termination of this agreement, candidates who have not yet completed their K-12 Educational field experience assignment in the District may complete their assignment at the discretion of the University. Nothing in this agreement shall limit the right of the University, acting in its sole discretion, to remove a candidate from the K-12 setting at any time.
- 10. **Amendments.** The provisions of this agreement may be altered, changed, or amended, by mutual written consent of the parties hereto.
- 11. **Execution.** This agreement may be executed in one or more counterparts, all of which shall constitute one and the same document. Counterparts may be exchanged by facsimile or email. Each counterpart, whether an original signature or a facsimile copy, shall be deemed an original as against any Party who signed.

The following signatures hereby indicate approval of this agreement:

**Azusa Pacific University**

**Orcutt Union School District**

By:

By:

Name: **Marjorie Graham-Howard**

Name: *Dr. Holly Edds*

Title: **Interim Dean**  
School of Behavioral and Applied Sciences

Title: *District Superintendent*

Date:

Date: *12/13/2023*

Address: **Azusa Pacific University**  
901 E. Alostia Avenue, P.O. Box 7000  
Azusa, CA 91702

Address: *Orcutt Union School Dist.*  
*500 Dyer Street*  
*Orcutt, CA 93455*



## HUMAN RESOURCE MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D

FROM: Susan Salucci  
Assistant Superintendent, Human Resource

BOARD MEETING DATE: December 13, 2023

BOARD AGENDA ITEM: Eastern New Mexico University Clinical Education Agreement for Speech and Language Pathology Clinical Hours

BACKGROUND: Eastern New Mexico University Speech and Hearing Rehabilitation Outreach Center is requesting approval of the Clinical Education Program's Agreement with the Orcutt Union School District for Speech and Language Pathology Clinical Hours and Fieldwork Experience.

RECOMMENDATION: It is recommended that the Board of Trustees approve the Eastern New Mexico University Speech and Hearing Rehabilitation Outreach Center's Clinical Education Agreement for Speech and Language Pathology Clinical Hours and Fieldwork Experience with the Orcutt Union School District.

FUNDING: N/A

## AFFILIATION AGREEMENT

Agreement Date: November 15, 2023

by and between Eastern New Mexico University Speech and Hearing Rehabilitation Outreach Center (herein referred to as "SCHOOL") and Orcutt Union School District (herein referred to as "CLINICAL FACILITY").\_\_

### WITNESSETH

WHEREAS, SCHOOL desires to provide a clinical learning experience to its students through the application of knowledge and skills in client-centered situations and settings; and

WHEREAS, CLINICAL FACILITY has agreed to make its facility available to SCHOOL for such purposes; and

WHEREAS, the parties agree to jointly participate in a Clinical Education Program and desire to establish and maintain a reciprocally beneficial working relationship; and

WHEREAS, it is for the mutual interest and advantage of both parties to enter into this Affiliation Agreement;

NOW THEREFORE, in consideration of the mutual covenants contained in this Agreement, and intending to be legally bound hereby, it is agreed by both parties as follows, that:

1. The parties will work together to implement a Clinical Education Program to provide students with supervised clinical experiences in therapy.
2. The educational component of the Clinical Education Program shall be under the supervision of the CLINICAL FACILITY'S Coordinator and/or the student's speech language pathology ("SLP") supervisor at the CLINICAL FACILITY.

#### A. STUDENT RESPONSIBILITIES

1. **Student Statements.** The student agrees to provide the following signed statements prior to beginning any Clinical Education Program at CLINICAL FACILITY:
  - a) Statement of Responsibility
  - b) Statement of Confidentiality and Security
  - c) Release of Information granting SCHOOL personnel permission to discuss performance in coursework or practicum with CLINICAL FACILITY
  - d) Verification of receipt and knowledge of Graduate Student **and** Supervisor Handbooks
2. **Insurance.** The student agrees to provide and maintain adequate professional liability insurance covering his/her participation in the Clinical Education Program. The scope and coverage of said insurance shall survive the termination of the student's participation in this Agreement for 1

calendar year. The student agrees to provide proof of such insurance to the SCHOOL prior to placement and to the FACILITY upon request (i.e., via Certificate of Coverage). Professional liability insurance shall be in an amount of not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate.

3. **Health.** Students shall be responsible for arranging for any necessary medical care and/or treatment needed by the student, including transportation, in case of illness or injury, while participating in the Clinical Education Program. In no event shall the SCHOOL or CLINICAL FACILITY be financially or otherwise responsible for said medical care or treatment.

Students will present the following health records to the Clinical Education Program prior to their educational experience at the CLINICAL FACILITY. All records must be current (within 12 months of the clinical education start date at CLINICAL FACILITY).

- a) Physical examination results
- b) Tuberculin skin test within the past 12 months or documentation of a previous positive reactor
- c) Proof of rubella and rubeola immunity by positive antibody titers or two doses of MMR
- d) Varicella immunity, by positive history of chickenpox or proof of varicella immunization
- e) Proof of Hepatitis B immunization or a signed waiver of vaccination
- f) Proof of influenza vaccine during the flu season (October 1 to March 31) or a signed declination form, if required by said facility
- g) Evidence of a 10 panel drug and alcohol screen, performed upon admission to the CLINICAL FACILITY, if required by said facility
- h) Evidence of personal health coverage during the duration of the practicum/internship

4. **Trainings.** Students shall complete the following trainings prior to beginning the Clinical Education Program at CLINICAL FACILITY. All trainings must have been completed within 12 months of the clinical education start date at CLINICAL FACILITY.

- a) Universal health precautions/bloodborne pathogens
- b) CPR certification
- c) HIPAA regulations
- d) Abuse and neglect reporting (per Elder Justice Act and Centers for Medicare & Medicaid Services as required)

5. **Background Checks.** Students will complete the following background checks prior to beginning their assigned rotation at CLINICAL FACILITY. All checks must have been completed within 12 months of the clinical education start date at CLINICAL FACILITY.

- a) Social Security number verification
- b) A criminal records search pursuant to the requirements of the Caregivers Criminal History Screening Act, Sections 29-17-2 through 29-17-5 NMSA 1978. This necessitates fingerprinting and includes both state and federal clearance PRN.
- c) United States Department of Justice National Sex Offender Public Website search
- d) HHS/OIG List of Excluded Individuals/Entities
- e) GSA/SAM List of Parties Excluded from Federal Programs
- f) U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specialty Designated Nationals (SDN), if applicable
- g) DMV driving history, based on responsibilities

6. The student will adhere to the rules and regulations of both SCHOOL'S and CLINICAL FACILITY'S Department of Rehabilitation/Special Education. Students must follow the American Speech-Language-Hearing Association ("ASHA") Code of Ethics at all times.
7. Students shall be responsible for their own transportation to and from SCHOOL and CLINICAL FACILITY.
8. Students shall not engage in any aspect of patient evaluation and/or treatment in the absence of the CLINICAL FACILITY supervisor.
9. Students may not have access to CLINICAL FACILITY other than for Clinical Education Program instruction, unless permission has been obtained from appropriate CLINICAL FACILITY personnel and CLINICAL FACILITY supervision is present.
10. At all times while on CLINICAL FACILITY site during practicum/internship, students must wear clothing or identification badges that clearly identify their status as students of the SCHOOL and not as agents or employees of the CLINICAL FACILITY.
11. Students must obtain prior written approval from both SCHOOL and CLINICAL FACILITY before publishing any material relating to the Clinical Education Program experience.

#### B. SCHOOL'S RESPONSIBILITIES

SCHOOL agrees to:

1. Inform students of the criteria listed above.
2. Assign only those students who have completed required coursework and clinical proficiency as needed to successfully serve clients at CLINICAL FACILITY.
3. Prior to start of each student's rotation, provide information relevant to student's level of training, pertinent KASA outcome mastery/deficiencies, and previous clinical experience.
4. Provide classroom theory and academic/practical education to students prior to their clinical assignments at the CLINICAL FACILITY and maintain general responsibility for didactic instruction, academic evaluation, and related academic matters concerning student participation in the Clinical Education Program.
5. Provide continuing oral and written communication with CLINICAL FACILITY regarding student performance and evaluation, absences and assignments of students, and other pertinent information including but not limited to formal/informal evaluation of students and students' clinical practice experience on an ongoing basis in conjunction with the appropriate CLINICAL FACILITY'S staff.
6. Provide specific clinical objectives for student clinical practice experience and work with the CLINICAL FACILITY staff to help implement those objectives.

#### C. CLINICAL FACILITY'S RESPONSIBILITIES

CLINICAL FACILITY agrees to:



1. Provide orientation of students to the CLINICAL FACILITY (including but not limited to rules, regulations, policies, procedures, and practices).
2. Provide supervision of the SCHOOL'S students through a CLINICAL FACILITY representative. For each student assigned by SCHOOL, ensure ASHA Certification of Clinical Competence and state licensure of SLP supervisor working at CLINICAL FACILITY assigned to supervise said student. This information shall be provided to SCHOOL upon request to ensure SCHOOL's compliance with ASHA's accreditation standards of practice.
3. Provide clinical practice opportunities and training within the ASHA CCC-SLP scope of practice and applicable state licensure laws in accordance with accepted standards of clinical evidence based practice in the student's area of study and as mutually agreed upon by the parties.
4. Maintain adequate liability insurance, general and professional, for its coordinator and any other employees or contractors providing supervision to the students, covering their participation in the Clinical Education Program (students cannot be supervised by uninsured therapists). Said insurance shall be deemed primary and not secondary to any insurance and shall survive the termination of the Agreement for one calendar year. Professional liability insurance shall be in an amount of not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate. CLINICAL FACILITY agrees to provide proof of insurance upon request.
5. Provide continuing oral and written communication with SCHOOL regarding student performance and evaluation, absences and assignments of students, and other pertinent information including but not limited to formal/informal evaluation of students and students' clinical practice experience on an ongoing basis in conjunction with the appropriate CLINICAL FACILITY'S staff.
6. Provide the student with clerical/clinical supplies and materials necessary to meet standards of CLINICAL FACILITY.
7. Provide, to the best of its ability and whenever the needs of the Program demand, any specialized item necessary for student safety.
8. Permit students access to parking and cafeteria to the extent necessary and available.
9. Notify SCHOOL immediately of any situation or problem that threatens a student's successful completion of the Program.
10. Maintain the confidentiality of all student records produced by or furnished by SCHOOL, and disclose information only as SCHOOL may request for its own use, as the student may direct, or as required by law.
11. When required for accreditation and/or upon SCHOOL'S request, provide SCHOOL with Clinical Education Program information, reports or other data.

D. TERM

1. The term of this Agreement shall be ongoing until from the date written herein until termination or revision by SCHOOL or CLINICAL FACILITY.
2. Any party may terminate this agreement with or without cause at any time upon written notice to the other parties hereto specifying the date on which such termination is to be effective. Such date must be not less than thirty (30) days following the date on which such notice is given. Notice should be sent to the address listed hereunder. Notwithstanding termination, all students currently participating in clinical education at the CLINICAL FACILITY at the time of notice of termination will be given the opportunity to complete the Clinical Education Program for the term agreed upon in the Agreement to Supervise signed prior to the student clinical placement (unless the student is dismissed from placement with cause as specified below).
3. CLINICAL FACILITY retains the right to dismiss a student and terminate the student's access to CLINICAL FACILITY if the student's performance or health is so unsatisfactory as to result in possible danger to the student or patients. Other dismissals or terminations shall be by mutual agreement of CLINICAL FACILITY and SCHOOL.

#### E. MISCELLANEOUS

1. The parties will comply with the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d ("HIPAA") and any current and future regulations promulgated thereunder, including, without limitation, the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 ("Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Part 142, and the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162, all collectively referred to herein as "HIPAA Requirements." The parties agree not to use or further disclose any Protected Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by the HIPAA Requirements and the terms of this Agreement. The parties agree to make their internal practices, books and records relating to the use and disclosure of Protected Health Information available to each other party to the extent required for determining compliance with Federal Privacy Regulations. In addition, the parties agree to comply with any state laws and regulations that govern or pertain to the confidentiality, privacy, security of, and electronic and transaction code sets pertaining to, information related to patients. SCHOOL will direct its faculty and students to comply with the policies and procedures of the CLINICAL FACILITY, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining SCHOOL faculty and students' role in relation to the use and disclosure of the CLINICAL FACILITY's protected health information, SCHOOL faculty and students are defined as members of the CLINICAL FACILITY's "workforce," as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, SCHOOL faculty and students are not and will not be considered employees of the CLINICAL FACILITY. No student will look to the CLINICAL FACILITY for any salary, and students who become injured while in the CLINICAL FACILITY will not be employees for purposes of workers' compensation benefits, disability benefits, or any similar payments.
2. This Agreement is not intended to create any third-party beneficiary rights.
3. SCHOOL and CLINICAL FACILITY shall not discriminate against any student on the basis of race, sex, sexual preference, religion, national origin, age or the basis of handicap, AIDS and AIDS-related conditions; and shall comply with the Age Discrimination Act of 1975, the Americans

with Disabilities Act (ADA) of 1990, and any or all other applicable state laws and regulations, and all requirements thereunder.

4. Both assigned students and CLINICAL FACILITY employees/contractors are required to report suspicion of a crime against any individual who is a resident of, or is receiving care from, the CLINICAL FACILITY to the appropriate authorities. This may include law enforcement agencies as necessary.
1. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof. This Agreement supersedes any and all other agreements, either oral or in writing, among the parties hereto with respect to the subject matter hereof. No change or modification of this Agreement shall be valid until the same is submitted in writing and signed by all the parties hereto. No waiver of any provisions of this Agreement shall be valid unless submitted in writing and signed by the authorized representative of the SCHOOL and CLINICAL FACILITY. Additional details of the Clinical Education Program and additional duties and obligations of the parties, if desired by either party, may be contained in subsequent writings attached as Exhibits(s) to this Agreement. Such exhibits must be mutually agreed upon, submitted in writing, and signed by all parties hereto.
5. This Agreement is not intended to conflict with or affect any existing or future affiliation between the parties and institutions not a party to this Agreement. This Agreement is not exclusive.
6. No party shall use the other's name or logo in any descriptive or promotional literature or communication of any kind without the other's prior written approval. No party shall use for its benefit or the benefit of its affiliates any information provided by the other party which is commonly considered to be proprietary.
7. CLINICAL FACILITY may require students and faculty to sign confidentiality/proprietary information agreements to protect patient information and all rehabilitative, operational or marketing information considered proprietary by CLINICAL FACILITY.
8. SCHOOL and CLINICAL FACILITY hereby agree that if the value or cost of services rendered by either party under this Agreement is equal to or more than \$10,000 for any twelve (12) month period, the parties agree to allow the Comptroller General of the United States (CG), the Secretary of the Department of representatives access to their agreements, books, documents, and records until the expiration of four years after the services are furnished under this Agreement. The access must be provided for in accordance with Subpart D, 42 C.F.R. 420 et seq. (47 Federal Register 58267, Thursday, December, 1982). Similar access must be provided to DHHS and their duly authorized representatives to all agreements, books, documents and records between both parties and any subvendor or subcontractor or any organizations related to or pertaining to either party for any work hereunder.
9. This Agreement shall be interpreted and construed in accordance with the laws of the state of New Mexico.
10. The parties agree they are independent contractors. In no event will this Agreement be construed as establishing a partnership, joint venture or similar relationship between the parties, and nothing contained in this Agreement will be construed to authorize either party to act as agent to the other.

IN WITNESS WHEREOF: The Parties hereto have executed this Agreement of the day and year first written above.

FOR SCHOOL:

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Dr. Suzanne H. Swift  
ENMU CDIS Program Director  
Eastern New Mexico University, Station #3  
1500 S Ave K  
Portales, NM 88130  
575.562.2156; fax 575.562.2380  
[Suzanne.Swift@enmu.edu](mailto:Suzanne.Swift@enmu.edu)

For CLINICAL FACILITY:

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Signature

Superintendent

Title

Print name:

Dr. Holly Edds

Orcutt Union School District  
500 Dyer St  
Orcutt, CA 93455  
805-938-8900