ORCUTT UNION SCHOOL DISTRICT
Regular Meeting of the Board of Trustees
Wednesday, May 8, 2024
Technology/Enrollment Building (T)
(Across the street from the District Office)
500 Dyer St., Orcutt, CA 93455
Open Session at 5:30 p.m. (for purposes of opening meeting only)
Closed Session at 5:35 p.m.
Reconvene in Open Session at approximately 6:30 p.m.

I. OPEN SESSION 5:30 PM

A. Call Meeting to Order
B. Pledge of Allegiance
C. Adoption of the May 8, 2024 Agenda
Moved _____ Second _____ Vote _____

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

II. PUBLIC COMMENT REGARDING CLOSED SESSION ITEMS

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

A. Motion to Adjourn to Closed Session
Moved _____ Second _____ Vote _____

III. ADJOURN TO CLOSED SESSION

A. Conference with Legal Counsel Regarding Existing Litigation pursuant to California Government Code section 54956.9(d)(1): 3 Cases
B. Conference with Legal Counsel Regarding Anticipated Litigation.
    1. Significant exposure to litigation pursuant to California Government Code, section 54956.9(2) or (3)
C. Conference with Labor Negotiator. Agency representative, Susan Salucci, Assistant Superintendent of Human Resources. Employee Organization: Orcutt Educators Association; California School Employees Association.
D. Conference with Labor Negotiator. Agency representative: Dr. Holly Edds, Superintendent. Employee Organization: Unrepresented employees
E. Public Employee Discipline/Dismissal/Release/Complaint
F. Public Employee Evaluation of Performance
G. Student Discipline or Other Confidential Student Matters:

IV. RECONVENE TO PUBLIC SESSION 6:30 PM

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

B. Report of Action Taken in Closed Session

V. COMMUNICATIONS/DISCUSSION/INFORMATION

A. Reports and Presentations
1. OAHS ASB Update
2. Student and Employee Recognition
3. Presentation on Orcutt Union School District and Orcutt Academy Charter School Local Control and Accountability Plans
3. Superintendent's Report

B. Items from the Board

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

VI. PUBLIC COMMENT PERIOD

The Board of Trustees welcomes comments about items appearing on tonight's agenda. The audience members wishing to address the Board during the Public Comment segment of the agenda are reminded to fill out a *Public Comment Form*, which can be obtained from Julie Payne and submitted prior to the time the presiding officer calls for Public Comment. Requests to speak can also be emailed to Julie Payne at jpayne@orcutt-schools.net and state that you want to make a public comment and indicate what agenda item you would like to speak about. An item not on the agenda must be addressed during the Public Comment segment of the agenda.

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

VII. CONSENT AGENDA

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

A. Classified Personnel Action Report
B. Certificated Personnel Action Report
C. Approval of April 17, 2024 Regular Board Meeting Minutes
D. Approval of Warrants
E. Board Bylaw 9320 Meeting and Notices, for the second reading
F. Board Bylaw 9323.2 Actions by the Board, for the second reading

G. Board Policy 4030 Nondiscrimination in Employment
H. Board Policy 4218 Dismissal/Suspension/Disciplinary Action, for the second reading
I. Orcutt Academy High School Overnight Trip to Universal Studios for Senior Grad Night, May 31, 2024

It is recommended that the Board of Trustees approve the Consent Agenda Items A-I, as submitted.
Moved _____ Second _____ Vote _____

VIII. ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Measure G Citizens' Oversight Committee Annual Report for the 2022-2023 Fiscal Year

It is recommended that the Board of Trustees approve the Citizens' Oversight Committee Annual Report for the 2022-2023 Fiscal Year, as submitted.
Moved _____ Second _____ Vote _____

2. Pre-Authorization to Enter an Agreement with CEL Marking PR Design for a Brand Refresh of the Orcutt Union School District

It is recommended that the Board of Trustees approve the pre-authorization to enter an agreement with CEL Marking PR Design for a brand refresh of the Orcutt Union School District not to exceed $30,000, as submitted.
Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

1. Board Policy 3516 Emergency and Disaster Preparedness Plan

It is recommended that the Board of Trustees approve revised Board Policy 3516, Emergency and Disaster Preparedness Plan, for the first reading and that it be place on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

2. Board Policy 3550 Food Service/Child Nutrition Program

It is recommended that the Board of Trustees approve revised Board Policy 3550, Food Service/Child Nutrition Program, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

3. Board Policy 3551 Food Service Operations/Cafeteria Fund

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

4. Board Policy 3553 Free and Reduced Price Meals

It is recommended that the Board of Trustees approve revised Board Policy 3553, Free and Reduced Price Meals, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

C. EDUCATIONAL SERVICES

1. Revised School Plans for Student Achievement for Joe Nightingale Elementary School, Ralph Dunlap Elementary School, and Lakeview Jr. High School

It is recommended that the Board of Trustees approve the revised School Plans for Student Achievement for Joe Nightingale Elementary School, Ralph Dunlap Elementary School, and Lakeview Jr. High School, as submitted.

Moved _____ Second _____ Vote _____

2. Board Policy 0450 Comprehensive Safety Plan

It is recommended that the Board of Trustees approve the revised Board Policy 0450 Comprehensive Safety Plan, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

3. Board Policy 5126 Awards for Achievement

It is recommended that the Board of Trustees approve the revised Board Policy 5126 Awards for Achievement, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

4. Board Policy 5141.21 Administering Medication and Monitoring Health Conditions

It is recommended that the Board of Trustees approve the revised Board Policy 5141.21 Administering Medication and Monitoring Health Conditions, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

5. Board Policy 5144 Discipline

It is recommended that the Board of Trustees approve the revised Board Policy 5144 Discipline, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

6. Board Policy 6115 Ceremonies and Observances

It is recommended that the Board of Trustees approve the revised Board Policy 6115 Ceremonies and Observances, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

7. Board Policy 6141.2 Recognition of Religious Beliefs and Customs
It is recommended that the Board of Trustees approve the revised Board Policy 6141.2 Recognition of Religious Beliefs and Customs, 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. Resolution No. 16: Declaration of Need for Orcutt Union School District
It is recommended that the Board of Trustees approve the Resolution No. 16: Declaration of Need for Orcutt Union School District, as submitted.
Moved _____ Second _____ Vote _____

2. Resolution No. 17: Declaration of Need for Orcutt Academy Charter School
It is recommended that the Board of Trustees approve the Resolution No. 17: Declaration of Need for Orcutt Academy Charter School, as submitted.
Moved _____ Second _____ Vote _____

3. Board Policy 4111/4211/4311 Recruitment and Selection
It is recommended that the Board of Trustees approve the revised Board Policy 4111/4211/4311 Recruitment and Selection, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

4. Board Policy 4118 Dismissal/Suspension/Disciplinary Action
It is recommended that the Board of Trustees approve the revised Board Policy 4118 Dismissal/Suspension/Disciplinary Action, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

5. Board Policy 4140/4240/4340 Bargaining Units
It is recommended that the Board of Trustees approve the revised Board Policy 4140/4240/4340 Bargaining Units, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

6. Board Policy 4157/4257/4357 Employee Safety
It is recommended that the Board of Trustees approve the revised Board Policy 4157/4257/4357 Employee Safety, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

IX. GENERAL ANNOUNCEMENTS

A. Unless otherwise noticed, the next regular Board Meeting is scheduled for Wednesday June 5, 2024 beginning with Closed Session at 6:05 p.m., Open Session at approximately 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

X. ADJOURN TO CLOSED SESSION (If Needed)

A Motion to Adjourn to Closed Session

Moved _____ Second _____ Vote _____

B. Closed Session items described in Item III. above

XI. RECONVENE TO OPEN SESSION (If Needed)

A. Motion to Reconvene to Open Session

Moved _____ Second _____ Vote _____

B. Report of Action Taken in Closed Session

XII. ADJOURN

A. Motion to Adjourn the Meeting

Moved _____ Second _____ Vote _____

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

Orcutt Union School District

Classified Personnel Action Report
May 8, 2024

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
Aguilar, Isabella	Pine Grove/ SpEd	Instructional Assistant I	12/3	6.0	$20.68 per hr.	04/18/2024	New Hire
Brady, Junilyn	Alice Shaw/ Student Support	Noon Duty Supervisor	7/1	1.75	$17.33 per hr.	04/15/2024	New Hire
Ibarra, Monica	Patterson Road/ Child Nutrition	Cashier	9/2	3.0	$18.29 per hr.	04/22/2024	New Hire
Metzler, Chelsea	Pine Grove/ Student Support	Kinder Instructional Assistant	8/5	3.75	$20.67 per hr.	04/22/2024	Unpaid Leave of Absence
Morgan, Nancy	Olga Reed/OAK-8	Sub Noon Duty	7/1	Varied	$17.33 per hr.	04/11/2024	Substitute
Sharpe, Emily	Pine Grove/ SpEd	Instructional Assistant I	12/3	3.5	$20.68 per hr. + 2.5%	08/10/2023	Special Needs Stipend
Tsoy, Dmitriy	District Office/ Child Nutrition	Child Nutrition Coordinator	6/VI	8.0	$90,043 + 7.5%	04/15/2024	Interim Director of Child Nutrition
EMP #2501						04/29/2024	Resignation
EMP #1511						04/19/2024	Resignation
EMP #2246						06/30/2024	Resignation
EMP #577						05/04/2024	Retirement

Orcutt Union School District

Certificated Personnel Action Report
May 8, 2024

TO: Dr. Holly Edds, Superintendent

FROM: Susan Salucci, Assistant Superintendent / Human Resources

RE: Recommendations for Board Approval and Ratification

NAME	SCHOOL	CLASS/ STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Barron, Lynn	Alice Shaw	V-2	$68,163	2024-25	Approval of Temporary Contract
Belanger, Rebecca	District	Extra Duty	$48/hr	3/11-3/28/24	Campus Connection/After School Teacher, 14.5 hours
Bertoldi, Janet	District	Hourly	$50	3/1-3/28/24 3/27/24 3/24/24	Substitute Administrator, 29.5 hrs SEE Learning, 1 hr First 5, .5 hr
Beyers, Karly	District	Extra Duty	$48/hr	3/5-3/26/24	Campus Connection/After School Teacher, 5.5 hours
Carter, Krista	District	Extra Duty	$48/hr	3/5-3/22/24	Home & Hospital, 13.5 hrs
Clayton, Jami	Orcutt Academy HS	Hourly	$30	3/7-3/25/24	After School Intervention, 8 hrs
Cornwell, Karen	District	Hourly	$30	3/5-3/25/24	Proctor, 43 hrs
Doerksen, Allie	District	Extra Duty	$48/hr	3/1-3/28/24	Campus Connection/After School Teacher, 20 hours
Edds, John	District	Hourly	$30	3/5-3/25/24	Proctor, 53.5 hours
Emp # 2304				6/30/24	Resignation
Fargen, Meghan	District	Hourly	$50	3/4-3/25/24	CASC Mentor, 10 hrs
Freitas, Jennifer	District	Hourly	$30	3/5-3/28/24	Proctor, 54.6 hours
Grigor, Emily	District	Hourly	$30	1/10-1/25/24	After School Sign Language, 4.5 hrs
Hough, Roberta	District	Hourly	$50	3/1-3/27/24	New Teacher Support, 41 hrs
Kozel, Aaron	District	Extra Duty	$48/hr	3/1-3/28/24	Campus Connection/After School Teacher, 15.25 hours
Kuykendall, Colleen	District	Extra Duty	$1,500 $375/Day	6/6-7/5/24	ELO Administrator, Grades 1-6 Set Up and 20 Days
Memering, Madalyn	Patterson Road	III-1	$60,126	2024-25	Approval of Temporary Contract
Meza-Perez, Maribel	Ralph Dunlap	V-13	$98,075	2024-25	Approval of Temporary Contract
Nordwall, Jubilee	District	Extra Duty	$48/hr	3/6-3/27/24	Home & Hospital, 10 hrs

*To be prorated

NAME	SCHOOL	CLASS/ STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Olosan, Eileen	Joe Nightingale	I-1	$55,808	2024-25	Approval of Temporary Contract
Ortiz, Patricia	District	Extra Duty	$48/hr	3/1-3/28/24	Campus Connection/After School Teacher, 17 hours
Riezebos, Devin	District	Extra Duty	$48/hr	3/5-3/27/24	Campus Connection/After School Teacher, 15 hours
Rohwedder, Audrey	District	Extra Duty	$937.50 $375/Day	7/22-8/2/24	ELO TK/K Jumpstart Administrator Set Up and 10 Days
Salinas, Janinne	District	Extra Duty	$937.50 $375/Day	6/10-7/5/24	ESY Administrator Set Up and 20 Days
Salvesen, Kris	District	Hourly	$30	3/5-3/28/24	Proctor, 55.5 hrs
Schur, Maggie	Patterson Road	IV-3	$67,267	2024-25	Approval of Temporary Contract
Segura, Monique	Alice Shaw	VI-20	$121,375*	2024-25	Job Share, 50% Contract
Shuffield, Jamie	District	Extra Duty	$48/hr	3/11-3/28/24	Campus Connection/After School Teacher, 3 hours
Snow, Cory	District	Extra Duty	$48/hr	3/1-3/8/24	Home & Hospital, 10 hrs
Sparks, Lauren	Ralph Dunlap	Stipend	$1,148	2024-25	Yearbook Advisor
Spear, Andrew	Joe Nightingale	VI	$137,892 $690/day $360/yr $1,100/yr	2024-25	Approval of Probationary Administrative Contract, Vice Principal Plus 18 days Cell Phone Allowance Mileage Allowance
Stein, Megan	Joe Nightingale	Extra Duty	$48/hr	3/5-3/18/24	Foster Tutoring, 1.5 hrs
Thompson, Candace	District	Hourly	$30	3/5-3/28/24	Proctor, 66.5 hours
Tuttle, Rebecca	Ralph Dunlap	III-2	$62,144	2024-25	Approval of Temporary Contract
Villanueva, Yvone	District	Extra Duty	$48/hr	3/1-3/8/24	Home & Hospital, 13.5 hrs
Wagonseller, Jeff	District	Hourly	$50	3/6-3/26/24	CASC Mentor, 15 hrs
Widle, Tiffany	Joe Nightingale	VI-18	$116,092	2024-25	Approval of Permanent Contract
Wogahn, Alyssa	District	Extra Duty	$48/hr	3/18-3/28/24	Campus Connection/After School Teacher, 2 hrs
Wolcott, Atsuko	Pine Grove	Hourly	$30	3/5-3/26/24	Japanese Language Support, 25 hrs
Zarate-Escamilla, Karla	Ralph Dunlap	III-1	$60,126	2024-25	Approval of Temporary Contract

*To be prorated

Orcutt Union School District
Board of Trustees
Meeting Minutes
April 17, 2024

CALL TO ORDER

A meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, April 17, 2024, in the District Office Board Room, beginning with Lisa Morinini calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Melanie Waffle. It was moved by Liz Phillips seconded by Mark Steller to adopt the April 17, 2024 agenda. Members Present: Morinini, Philips, Waffle, Steller, and Henderson. 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: Morinini, Phillips, Waffle, Steller, and Henderson.

RECONVENE TO PUBLIC SESSION

It was moved by Liz Phillips seconded by Mark Steller and carried reconvene to Public Session at 6:45 p.m. Lisa Morinini reported that not action was taken in Closed Session.

SUPERINTENDENT'S REPORT

OAHS ASB shared with the Board that they had a very successful Club Day that was well attended and received by students and faculty. They also stated that they are excitedly working on the end of the year rally and the Powderpuff game. Nikki Sorensen, principal at Patterson Rd. Elementary School, had her sixth-grade students present on the Collaborative Mentoring Program. This program promotes inclusivity, friendship and togetherness, and celebrates differences in a supportive environment. The Board celebrated and congratulated members of the OAHS SkillsUSA team (career and technical students) for advancing to the State Tournament.

ITEMS FROM THE BOARD

Shaun Henderson shared his excitement about various upcoming end of the year events like Award Ceremonies, and Promotions/Graduation, and Open House. He also reported that the CSBA Coast2Coast event that he participated in was a meaningful and successful experience. Mark Steller thanked and acknowledge staff for all of the hard work that took place over Spring Break. Melanie Waffle thanked Shaun Henderson, Lisa Morinini, and Holly Edds for attending and representing OUSD at the CSBA Coast2Coast conference. Liz Phillips thanked the Citizens' Oversight Committee for their diligence and dedication to the Orcutt Union School District and the community. Lisa Morinini thought the CSBA Coast2Coast conference was informative and she enjoyed the collective nature of the trip and believes that meaningful relationships were forged.

PUBLIC COMMENT

Monique Segura, OEA Vice President, gave an OEA update and spoke about OEA scholarships that are available. Erik Voss spoke about concerns with ensuring all students are enrolled in all core subjects.

CONSENT AGENDA ITEMS

A. Classified Personnel Action Report
B. Certificated Personnel Action Report
C. Approval of March 13, 2024 Regular Board Meeting Minutes
D. Approval of March 19, 2024 Special Board Meeting Retreat Minutes
E. Approval of Warrants
F. Williams/Valenzuela Uniform Complaints Quarterly Report
G. Audit Service Agreement
H. Orcutt Jr. High and Lakeview Jr. High Choir Overnight Trip to attend Disneyland California

It was moved by Shaun Henderson seconded by Mark Steller and carried to approve, the Consent Agenda A-H, as summitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

ACTION ITEMS

Acceptance of Donations

A. **Mission Wealth Management, LP:** a donation of $300 to Pine Grove Elementary School for the purchase of various classroom supplies.

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

Board Bylaw 9320 Meetings and Notices

It was moved by Liz Phillips seconded by Melanie Waffle and carried to approve the revised Board Bylaw 9320 Meetings and Notices, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Board Bylaw 9323.2 Actions by the Board

It was moved by Melanie Waffle seconded by Mark Steller and carried to approve the revised Board Bylaw 9323.2 Actions by the Board, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Governance Handbook

It was moved by Shaun Henderson seconded by Liz Phillips and carried to approve the revisions made to the Governance Handbook, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Resolution No. 11: Waiver of Attendance Due to Emergency Conditions, District and Charter

It is moved by Mark Steller seconded by Shaun Henderson and carried to adopt Resolution No. 11: Waiver of Attendance Due to Emergency Conditions for the District and Charter, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Resolution No. 14: Waiver of Attendance Due to Emergency Conditions, Early Learning Center (ELC)

It is moved by Liz Phillips seconded by Shaun Henderson and carried to adopt Resolution No. 14: Waiver of Attendance Due to Emergency Conditions, Early Learning Center (ELC), as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Resolution No. 15: Adoption of School Developer Fee Increase

It is moved by Shaun Henderson seconded by Liz Phillips and carried to adopt Resolution No. 15: Adoption of School Developer Fee Increase, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Sytech Solutions Document Scanning Management Services Contract

It was moved by Liz Phillips seconded by Shaun Henderson and carried to approve the Sytech Solutions Document Scanning Services Contract utilizing CMAS contact number 3-21-03-1013, in an amount not to exceed $65,000, as it is in the best interest of the District Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

California Department of Education Library Survey

It was moved by Melanie Waffle seconded by Liz Phillips and carried to acknowledge the District's completion of the California Department of Education Library Survey requirement for each of our school sites in compliance with the law, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Adoption of Santa Barbara County Plan for Expelled Pupils, Triennial Updated, 2024-2027

It is was moved by Liz Phillips seconded by Shaun Henderson and carried to adopt the Santa Barbara County Plan for Expelled Pupils, Triennial Update, 2024-2027, as submitted, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

2023/2024 Resolution No. 12 Week of the Teacher

It was moved by Shaun Henderson seconded by Melanie Waffle and carried to approve the 2023/2024 Resolution No. 12, Week of the Teacher, May 6-10, 2024, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

2023/2024 Resolution No. 13 Classified Employees Week

It was moved by Liz Phillips seconded by Mark Steller and approve the 2023/2024 Resolution No. 13, Classified Employees Week, May 20-24, 2024, as submitted Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Board Policy 4030 Nondiscrimination in Employment

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

Board Policy 4218 Dismissal/Suspension/Disciplinary Action

It was moved by Liz Phillips seconded by Melanie Waffle and carried to approve the revised Board Policy 4218 Dismissal/Suspension/Disciplinary Action, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular Board Meeting is scheduled for May 8, 2024 beginning with Closed Session at 6:05 p.m., Open Session at approximately 6:30 p.m.in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

ADJOURN

It was moved by Shaun Henderson seconded by Mark Steller and carried to adjourn the meeting at 7:45 p.m. Ayes: Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

_____

Holly Edds, Ed.D. Board Secretary

_____

Liz Phillips, 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.

MEETING AND NOTICES

Meetings of the Board of Trustees are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, or deliberate or take action upon any item within the subject matter jurisdiction of the Board. (Government Code 54952.2)

In accordance with law and as specified in Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, the Superintendent or designee may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. Notice of the procedure for receiving and resolving such requests for accommodation shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Regular Meetings

Unless otherwise determined by the Board, the Board shall hold one regular meeting(s) each month. Regular meetings shall be held at 6:00 p.m. on the second Wednesday of the month at the District Office Board Room, 500 Dyer Street, Orcutt, CA. unless otherwise noticed.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

Consistent with Government Code 54957.5 and Board Bylaw 9322 - Agenda/Meeting Materials whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. The records shall be posted on the district website at the time the materials are distributed to all or a majority of the Board if distributed outside of business hours.

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members on any topic within the subject matter jurisdiction of the Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)
At least 24 hours before the time of the meeting, written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's web site at least 24 hours before the time of the meeting, in a location freely accessible to the public. TThe notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. (Government Code 54956.5)

The Board may meet in closed session during emergency meetings so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

An emergency situation means either of the following:

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board (Government Code 54956.5)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships. Any such meeting, regardless of title or topic, shall be held as a regular or special meeting, as appropriate, and shall comply with all other requirements for regular or special meetings. (Government Code 54956)

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern

3. An open and noticed meeting of another body of the district

4. An open and noticed meeting of a legislative body of another local agency

5. A purely social or ceremonial occasion

6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Unless the Board is holding a teleconference meeting during a proclaimed state of emergency, meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

MEETING AND NOTICES

All meetings, regardless of location, shall comply with the applicable notice and open meeting requirements. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Traditional Teleconferencing

A Board member may participate in any meeting by teleconference, which includes both audio or video/audio so long as the following conditions are met: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency

3. The location of the Board member participating by teleconference is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the Board member participating by teleconference, may hear/listen to the meeting to the same extent as the Board member participating by teleconference, and may make public comment during the same portion of the agenda as others members of the public from the same location as the Board member participating by teleconference

4. The location of the Board member participating by teleconference is noted in the agenda and the agenda is posted at the location of the Board member participating by teleconference in advance of the meeting as statutorily required based on the type of meeting

5. At least a quorum of the members is within the district boundaries.

Teleconferencing by Individual Board Member Due to Just Cause

Until January 1, 2026, when there is "just cause" preventing a Board member from attending a Board meeting in person, that Board member may participate in that meeting by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda

2. Making the location of the Board member participating by teleconference open and accessible to the public

3. Posting the agenda at the location of the Board member participating by teleconference

A Board member needing to participate by teleconference for just cause shall notify the Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)

For the Board member to participate by teleconference under this section, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda

3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting

4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

   The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

A Board member shall be permitted to participate by teleconference for just cause for no more than two meetings per calendar year. (Government Code 54953)

For purposes of this section, *Just Cause* may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely
2. A contagious illness prevents a Board member from attending in person
3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A Board member is traveling while on official business of the Board or another state or local agency

Teleconferencing by Individual Board Member Due to Emergency Circumstances

Until January 1, 2026, when a physical or family medical emergency would prevent a Board member from attending a Board meeting in person, that Board member may request to participate in such meeting by teleconference. The Board member requesting to appear remotely shall submit the request as soon as possible and include a concise general description of the emergency that necessitated the request. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

If the request is received timely, it shall be added to the agenda as the first item of business at the meeting, even before any closed session items. If the request is not received timely, it shall be taken up by the Board before the first item of business at the meeting. The request shall only be granted upon a vote by the majority of the Board. (Government Code 54953, 54954.2)

If the request is granted by the Board, the Board member may participate by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda

2. Making the location of the Board member participating by teleconference open and accessible to the public

3. Posting the agenda at the location of the Board member participating by teleconference
   For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)

For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda

3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting

4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

   The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board shall not take action on any agenda item until the disruption is resolved. (Government Code 54953)

In total, a Board member may not participate by teleconference due to emergency circumstances alone, or together with teleconference due to just cause, as specified above, for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely due to emergency circumstances for more than two meetings. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

The Board may conduct a Board meeting entirely by teleconference during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. For the purpose of determining whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency

1. When it has been determined, pursuant to item #1 above, that meeting in person would present imminent risks to the health or safety of attendees due to the emergency

The Board may hold a meeting by teleconference during a proclaimed state of emergency without: (Government Code 54953):

1. Including the location of Board members in the agenda

2. Making the locations of Board members open and accessible to the public

3. Posting the agenda at the locations of Board members

For the Board to hold such meeting, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. The public is able to access the meeting via a call-in service or an internet-based platform or service, with real-time public comment being allowed via the platform or service

   If an internet-based platform or service is utilized, it may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

For any public comment period with a time limit, the Board may not close that public comment period or the opportunity to register until the full time for public comment has elapsed. For any other public comment period, the Board shall allow a reasonable amount of time to allow members of the public to provide public comment and to register to do so. (Government Code 54953)

The Board may continue to conduct all meetings by teleconference throughout one or more 45-day periods so long as, prior to the beginning of each 45-day period, the Board has reconsidered the circumstances of the state of emergency and determines that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953)

State
Ed. Code 35140: Time and place of meetings
Ed. Code 35143: Annual organizational meetings; date and notice
Ed. Code 35144: Special meeting
Ed. Code 35145: Public meetings
Ed. Code 35145.5: Agenda; public participation and regulations
Ed. Code 35146: Closed sessions; student matters
Ed. Code 35147: Open meeting laws exceptions
Gov. Code 11135: Prohibition of discrimination
Gov. Code 3511.1: Local agency executives
Gov. Code 54950-54963: The Ralph M. Brown Act
Gov. Code 54953: Oral summary of recommended salary and benefits of superintendent
Gov. Code 54954: Time and place of regular meetings
Gov. Code 54954.2: Agenda posting requirements; board actions
Gov. Code 54956: Special Meetings
Gov. Code 54956.5: Emergency meetings
Gov. Code 7920.000-7930.215: California Public Records Act
Gov. Code 8625-8629: California Emergency Services Act
Federal
28 CFR 35.160: Effective communications for individuals with disabilities
28 CFR 36.303: Nondiscrimination on the basis of disability, public accommodations, auxiliary aids, and services
42 USC 12101-12213: Americans with Disabilities Act
Management Resources
Attorney General Opinion: 78 Ops.Cal.Atty.Gen. 327 (1995)
Attorney General Opinion: 79 Ops.Cal.Atty.Gen. 69 (1996)
Attorney General Opinion: 84 Ops.Cal.Atty.Gen. 181 (2001)
Attorney General Opinion: 84 Ops.Cal.Atty.Gen. 30 (2001)
Attorney General Opinion; 88 Ops.Cal.Atty.Gen. 218 (2005)
Court Decision: Knight First Amendment Institute at Columbia University v. Trump (2019) 928 F.3d 226
Court Decision: Garnier v. Poway Unified School District (S.D. Cal. September 26, 2019) No. 17-cv-2215-W (JLB), 2019 WL 4736208
Court Decision: Wolfe v. City of Fremont (2006) 144 Cal.App. 4th 533
CSBA Publication: The Brown Act: School Boards and Open Meeting Laws, rev. 2019

MEETING AND NOTICES

Institute for Local Government Publication: The ABCs of Open Government Laws
League of California Cities Publication: Open and Public V: A Guide to the Ralph M. Brown Act, 2016
Website: CSBA District and County Office of Education Legal Services
Website: CSBA, GAMUT Meetings
Website: Institute for Local Government
Website: League of California Cities
Website: California Attorney General's Office
Website: CSBA

Bylaw Adopted: 5/08/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Board Bylaw **BB 9323.2 (a)**
ACTIONS BY THE BOARD

The Governing Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164, 35165)

An "action" by the Board means: (Government Code 54952.6)

1. A collective decision by a majority of the Board members

2. A collective commitment or promise by a majority of the Board members to make a positive or negative decision

3. A vote by a majority of the Board members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance

The Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the Board in open session shall be recorded in the Board minutes. (Education Code 35145)

Action on Non-Agenda Items

The Board may take action on a subject not appearing on the posted meeting agenda only after publicly identifying the item and if any one of the following conditions are met: (Government Code 54954.2)

1. When a majority of the Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5

2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the district's attention after the agenda was posted

3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier

4. Until December 31, 2025, when a Board member requests to participate by teleconference due to emergency circumstances pursuant to Government Code 54953 so long as the timing of the request did not allow for sufficient time to place it on the agenda

Challenging Board Actions

Before seeking to file a civil action to stop or prevent a Brown Act violation or to invalidate a prior action taken by the Board, the district attorney's office or interested person shall first

present a demand to "cure and correct" the alleged violation to the district. If the district receives a proper demand from the district attorney's office or any interested person to "cure and correct" an alleged violation of the Brown Act, the Board shall consult with legal counsel on if and how to respond as provided by law. (Government Code 54960-54960.5)

State
Code of Civil Procedure 1245.240: Eminent domain vote requirements
Code of Civil Procedure 1245.245: Eminent domain; resolution adopting different use
Code of Civil Procedure 425.16: Special motion to strike in connection with a public issue
Ed. Code 15266: School construction bonds
Ed. Code 17466: Declaration of intent to sell or lease real property
Ed. Code 17481: Lease of property with residence for nondistrict purposes
Ed. Code 17510-17512: Leasing for production of gas; resolution requiring unanimous vote
Ed. Code 17546: Private sale of personal property
Ed. Code 17556-17561: Dedication of real property
Ed. Code 35140-35149: Meetings
Ed. Code 35150: Prohibition to terminate superintendent or assistant superintendent at specified meetings or times
Ed. Code 35160-35178.4: Powers and duties
Ed. Code 48660-48661: Community day schools; establishment and restrictions
Gov. Code 53090-53097.5: Regulation of local agencies by counties and cities
Gov. Code 53724: Parcel tax resolution requirements
Gov. Code 53790-53792: Exceeding the budget
Gov. Code 53820-53833: Temporary borrowing
Gov. Code 53850-53858: Temporary borrowing
Gov. Code 54230.5: Disposal of surplus land and receipt of notice of violation
Gov. Code 54230.7: Disposal of surplus land and receipt of notice of violation
Gov. Code 54950-54963: The Ralph M. Brown Act
Gov. Code 54952.6: Action taken; definition
Gov. Code 54953: Meetings to be open and public; attendance
Gov. Code 54960-54960.5: Actions to prevent violations
Gov. Code 65352.2: Communicating and coordinating of school sites
Pub. Cont. Code 20110-20118.44: School district contracts
Pub. Cont. Code 20113: Emergencies; award of contracts without bids
Pub. Cont. Code 20114: Repairs, maintenance, and improvements to district facilities by day labor or force account
Pub. Cont. Code 22034: Uniform Public Construction Cost Accounting Act informal bidding ordinance
Pub. Cont. Code 22035: Repair or replacement of facilities in case of emergency
Pub. Cont. Code 22050: Emergency contracting procedures
Pub. Cont. Code 3400: Bid specifications
Management Resources
Attorney General Publication: The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision: Bell v. Vista Unified School District (2002) 82 Cal.App.4th 672
Court Decision: Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109
Court Decision: Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors (2003) 112 Cal.App.4th 1313
Court Decision: McKee v. Orange Unified School District (2003) 110 Cal.App.4th 1310
CSBA Publication: The Brown Act: School Boards and Open Meeting Laws, rev. 2019
League of California Cities Publication: Open and Public IV: A Guide to the Ralph M. Brown Act 2nd Edition, rev. July 2010
Website: CSBA District and County Office of Education Legal Services
Website: Institute for Local Government
Website: California Office of the Attorney General

Board Bylaw **BB 9323.2 (c)**
ACTIONS BY THE BOARD

Website: CSBA

Bylaw Adopted: 5/08/2024

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

NONDISCRIMINATION IN EMPLOYMENT

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, gender, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Hiring, compensation, terms, conditions, and other privileges of employment

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.

c. Requiring medical or psychological examination of a job applicant, or an inquiry into

whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in-a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any to be provided to the employee.

e. Requiring an applicant or employee to disclose information relating to the employee's reproductive health decisionmaking

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

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign any document that releases the employee's right to file a claim against the district or to disclose information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Complaints concerning employment discrimination or harassment or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee or nonemployee, shall report the incident to the Superintendent or designated coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The district shall maintain and preserve all applications, personnel, membership, or employment

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

State
2 CCR 11006-11086: Discrimination in employment
2 CCR 11023: Harassment and discrimination prevention and correction
2 CCR 11024: Required training and education on harassment based on sex, gender identity and expression, and sexual orientation
2 CCR 11027-11028: National origin and ancestry discrimination
5 CCR 4900-4965: Nondiscrimination in elementary and secondary education programs
CA Constitution Article 1, Section 1: Inalienable rights
Civ. Code 51.7: Freedom from violence or intimidation
Ed. Code 200-262.4: Educational equity; prohibition of discrimination on the basis of sex
Gov. Code 11135: Unlawful discrimination
Gov. Code 11138: Rules and regulations
Gov. Code 12900-12996: Fair Employment and Housing Act
Gov. Code 12940-12952: Unlawful employment practices
Gov. Code 12960-12976: Unlawful employment practices; complaints
Pen. Code 422.56: Definitions, hate crimes
Federal
20 USC 1681-1688: Title IX of the Education Amendments of 1972
28 CFR 35.101-35.190: Americans with Disabilities Act
29 USC 621-634: Age Discrimination in Employment Act
29 USC 794: Rehabilitation Act of 1973, Section 504
34 CFR 100.6: Compliance information
34 CFR 104.7: Designation of responsible employee for Section 504
34 CFR 104.8: Notice of Nondiscrimination on the Basis of Handicap
34 CFR 106.8: Designation of responsible employee and adoption of grievance procedures
34 CFR 110.1-110.39: Nondiscrimination on the basis of age
42 USC 12101-12213: Americans with Disabilities Act
42 USC 2000d-2000d-7: Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17: Title VII, Civil Rights Act of 1964, as amended
42 USC 2000ff-2000ff-11: Genetic Information Nondiscrimination Act of 2008
42 USC 2000h-2-2000h-6: Title IX of the Civil Rights Act of 1964
42 USC 6101-6107: Age discrimination in federally assisted programs
Executive Order 11246: "Know Your Rights: Workplace Discrimination is Illegal" poster
U.S. Constitution, First Amendment: Free exercise, free speech, and establishment clauses
Management Resources
CA Civil Rights Department Publication: Family Care and Medical Leave and Pregnancy Disability Leave
CA Civil Rights Department Publication: California Law Prohibits Workplace Discrimination and Harassment
CA Dept of Fair Employment and Housing Publication: Transgender Rights in the Workplace
CA Dept of Fair Employment and Housing Publication: California Law Prohibits Workplace Discrimination and Harassment
CA Dept of Fair Employment and Housing Publication: Workplace Harassment Guide for California Employers
CA Dept of Fair Employment and Housing Publication: Your Rights and Obligations as a Pregnant Employee

NONDISCRIMINATION IN EMPLOYMENT

Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407
Court Decision: Shephard v. Loyola Marymount, (2002) 102 Cal.Appl 4th 837
Court Decision: Thomson v. North American Stainless LP, (2011) 131 S.Ct. 863
U.S. DOE Office for Civil Rights Publication: Notice of Non-Discrimination, August 2010
U.S. Equal Employment Opportunity Comm Publication: Know Your Rights: Workplace Discrimination is Illegal, October 2022
U.S. Equal Employment Opportunity Comm Publication: Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999
U.S. Equal Employment Opportunity Comm Publication: EEOC Compliance Manual
Website: U.S. Department of Labor, Office of Federal Contract Compliance Program
Website: CSBA District and County Office of Education Legal Services
Website: California Civil Rights Department
Website: U.S. Department of Education, Office for Civil Rights
Website: U.S. Equal Employment Opportunity Commission

Policy Adopted: 05/08/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Personnel

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION

The Governing Board expects all employees to perform their jobs satisfactorily and to exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law or any applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented. In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for engaging in protected activities, or for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension or leave without pay, reduction of wages or dismissal.

A probationary classified employee may be dismissed without cause at any time before the probationary period expires.

Permanent classified employees shall be subject to disciplinary action only for cause as specified in the accompanying administrative regulation. (Education Code 45113)

Procedures for Serious Disciplinary Proceedings

The Superintendent or designee shall develop disciplinary procedures for use when dismissal, suspension, demotion, involuntary reassignment, or other serious disciplinary action is contemplated against an employee. The procedures for such discipline shall include an opportunity for an employee for whom any such disciplinary action is recommended to meet with, or respond in writing to, a designated district official ("Skelly officer") who will determine whether the recommended discipline should proceed further or be modified or withdrawn.

After meeting with the employee or considering the employee's written response, if the Skelly officer determines that the recommended discipline should proceed, the Superintendent or designee shall send the employee a notice of the recommended disciplinary action, a statement of charges, and the results of the Skelly review process. The notice shall include a statement advising the employee of the right to request a Board hearing on the matter. (Education Code 45113, 45116)

Personnel

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION

If the employee fails to request a hearing within the time specified in the notice, the employee is deemed to have waived the right to do so, and the Board may order the recommended disciplinary action into effect immediately.

If a timely request is submitted, a hearing shall be conducted by the Board or by a third-party hearing officer, in accordance with law. (Education Code 45113, 45312)

A classified employee who timely requests a hearing may only be suspended, demoted, or dismissed pending the outcome of the hearing in accordance with Education Code 45113 and as specified in the accompanying administrative regulation.

The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board and the availability of legal counsel and witnesses. The employee shall be notified of the time and place of the hearing.

The hearing shall be held in closed session unless the employee requests that the matter be heard in an open session meeting. (Government Code 54957)

The employee shall be entitled to appear personally, produce evidence, and be represented by legal counsel.

The Board may use the services of its legal counsel in ruling upon procedural questions, objections to evidence, and issues of law. The Board may review and consider the records of any prior personnel action proceedings against the employee in which disciplinary action was ultimately sustained, and any records contained in the employee's personnel files and introduced into evidence at the hearing. The Board shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made by the Board.

At any time before a matter is submitted to the Board for decision, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of disciplinary action. If the amended or supplemental recommendation includes new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare a defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegations may be made orally at the hearing and shall be noted on the record.

Following the hearing or, if the employee has not requested a hearing, after reviewing the Superintendent or designee's recommendation for disciplinary action, the Board shall affirm, modify, or reject the recommended disciplinary action. The decision of the Board shall be in

writing and shall contain findings of fact and the disciplinary action approved, if any. The decision of the Board shall be final.

Within 10 working days of the Board's final decision, a copy of the decision shall be delivered to the employee and/or designated representative personally or by registered mail.

Except for an allegation of egregious misconduct in which a minor is involved, the Board may delegate the authority to determine whether sufficient cause exists for disciplinary action to an impartial third-party hearing officer. When a matter is heard by a third-party hearing officer, the Board shall review the determination and adopt or reject the recommended decision. (Education Code 45113)

When any matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a witness who is a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. In such cases, the ruling of the administrative law judge shall be binding on the district and the employee. (Education Code 45113)

Compulsory Leave of Absence

Upon being informed that a classified employee has been charged with a mandatory leave of absence offense, the Superintendent or designee shall immediately place the employee on a compulsory leave of absence. (Education Code 44940, 44940.5, 45304)

State
CA Constitution Article 1, Section 1: Inalienable rights
Ed. Code 35161: Board delegation of any powers or duties
Ed. Code 44009: Conviction of specified crimes
Ed. Code 44010: Sex offense; definitions
Ed. Code 44011: Controlled substance offense
Ed. Code 44940: Compulsory leave of absence for certificated persons
Ed. Code 44940.: Procedures when employees are placed on compulsory leave of absence
Ed. Code 45101: Definitions; disciplinary action and cause
Ed. Code 45109: Fixing of duties
Ed. Code 45113: Notification of charges; classified employees
Ed. Code 45116: Notice of disciplinary action
Ed. Code 45123: Employment after conviction of controlled substance offense
Ed. Code 45302: Demotion and removal from permanent classified service
Ed. Code 45303: Additional cause for suspension or dismissal of employee charged with mandatory or optional leave of absence offense
Ed. Code 45304: Compulsory leave of absence for classified persons
Gov. Code 12954: Employment discrimination; cannabis use
Veh. Code 1808.8: School bus drivers; dismissal for safety-related cause
Federal
42 USC 12101-12213: Americans with Disabilities Act

Personnel

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION

U.S. Constitution, First Amendment: Free exercise, free speech, and establishment clauses
Management Resources
Court Decision: Visalia Unified School District v. Public Employment Relations Board (2024) 98 Cal.App.5th 844
Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407
Court Decision: California School Employees v. Livingston Union School District (2007) 149 Cal. App. 4th 391
Court Decision: CSEA v. Foothill Community College District (1975) 52 Cal. App. 3rd 150
Court Decision: Skelly v. California Personnel Board (1975) 15 Cal.3d 194
U.S. Department of Education Publication: Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023
Website: Office of the Attorney General
Website: Office of Administrative Hearings
Website: Department of General Services, About Teacher Dismissal Case Type
Website: CSBA District and County Office of Education Legal Services
Website: U.S. Department of Education
Website: CSBA

Policy Adopted: 5/08/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, CA

ORCUTT ACADEMY HIGH SCHOOL
MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Rhett Carter
Principal, Orcutt Academy High School

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: OAHS 2024 Grad Night at Universal Studios

BACKGROUND: On Friday, May 31, 2024, Orcutt Academy High School Seniors are requesting to attend Grad Night at Universal Studios in Los Angeles, CA. The Senior Class Advisor, Heidi Miller, along with 6 additional chaperones will depart from OAHS at 4:00 p.m. on May 31st and return to campus by 5:30 a.m. on June 1st.

The cost is $100.00 per student, which will be paid be the parent/guardian. The amount will cover admissions and transportation. Meals and snacks will be an additional cost.

Transportation will be provided by a charter bus.

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 5/31/24

2. Destination Universal Studios

Telephone # _____ Fax # _____

3. Requested Donation per Student (if any) ~~N/A~~ $100.-

TRANSPORTATION

1. Time of Departure 5/31 4 pm? Return Time 6/1 5:30 am

2. Employees Going on the Trip Miller, Ostini, Dana, Gonzales ...

3. #

Students 98 #Chaperones ON THE BUS 6 Student/Staff Ratio on Trip 1/15 4.

OUSD Bus _____ Walking _____ Private Car(s) _____ Other Bus Source X charter 5.

Other Stops Requested NA 6.

Purpose of Trip Grad Night 7.

Curriculum Connection (list standards if possible) _____ 8.

Pick up Location OAHS 9.

Sack Lunches or Supplies/Additional Clothing Needed? NA

10. Account to be Charged ~~N/A~~ Class of 2024 *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.

HM **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.)**

HM **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 Heidi Miller Date 4/17/24

Principal Approval _____ Date 4/17/24

UNIVERSAL STUDIOS HOLLYWOOD

SUPER NINTENDO WORLD

2024 GRAD BASH

LET LOOSE. MAKE SOME NOISE.

EXCLUSIVE AFTER-HOURS ACCESS
UNLIMITED FUN

STUDENTS, DON'T MISS OUT!

FRIDAY MAY 31 2024	ON SALE NOW!	$100	DEADLINE: THURSDAY, MARCH 28TH

Grad Bash is a separately ticketed special event. Event occurs rain or shine. No rain checks, returns or refunds. Prices, dates, times, attractions, entertainment, event and/or experience details are subject to availability, changes, and/or cancellation without notice. Additional restrictions may apply and benefits are subject to change without notice.

WIZARDING WORLD and all related trademarks, characters, names, and indicia are © & ™ Warner Bros. Entertainment Inc. Publishing Rights © JKR. Jurassic World franchise TM & © 2023 Universal City Studios LLC and Amblin Entertainment, Inc. © Nintendo. Nintendo trademarks are properties of Nintendo. Universal elements and all related indicia TM & © 2023 Universal Studios. All rights reserved. 23-USH-2187250/AM.

Class of 2024

FRIDAY, MAY 31ST.

UNIVERSAL STUDIOS GRAD NIGHT

SALES ENDING THURSDAY, MARCH 28TH

$100 IN THE BUSINESS OFFICE

LAST CHANCE FOR THE GREATEST NIGHT OF YOUR LIFE

BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: Measure G Citizens' Oversight Committee (COC) Annual Report for the 2022-2023 Fiscal Year

BACKGROUND: The Citizens' Oversight Committee met on Wednesday, April 25, 2024, to review and approve the Annual Report for the 2022-2023 Fiscal Year.

By law, the Citizens' Oversight Committee (COC) shall review expenditure reports produced by The District to ensure that (a) bond proceeds were expended only for the purposes set forth in Measure G; and (b) no bond proceeds were used for teacher or administrative salaries, or other operating expenses in compliance with Attorney General Opinion 04-110, issued on November 9, 2004. The COC shall present to the Board, in public session, an annual written report for Measure G-2016. The report requirements shall include the following:

(a) A statement indicating whether the District is in compliance with the requirements of Article XIIIA, Section l(b)(3) of the California Constitution; and

(b) A summary of the Committee's proceedings and activities for the preceding year.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Citizens' Oversight Committee Annual Report for the 2022-2023 Fiscal Year, as submitted

FUNDING: N/A

2023
Annual Report
To the Board of Trustees

Bond Measure G
Citizens' Oversight Committee

Presented to the Board of Trustees: May 8, 2024

Architectural Rendering - Conceptual Design

2023 Citizens Oversight Committee Members

Jan Zilli, Chair
Community at – large

Michelle Southwick, Vice-Chair
Senior citizens' organization

Eric Melsheimer
Representative for local business

Lee Carroll
Active member in a taxpayer's association

Julie Hahn
Parent/PTA President

Neal Lemaire
Parent

Steve Southwick
Community at - large

DISTRICT STAFF

Holly Edds, Ed.D.
Superintendent

Susan Salucci
Assistant Supt. Human Resources

Joseph Dana
Assistant Supt. Educational Services

Sandra Knight
Assistant Supt. Business Services

Leslie Wagonseller
Executive Director of Technology and Educational Services

Brad Gitchell
Director of MOT

Mary Andrade
Director, Fiscal Services

Bethany Markee
Director of Child Nutrition

Rusty Gordon
Executive Director, Special Education

Julie Payne
Executive Assistant Superintendent, Board of Trustees

ORCUTT UNION SCHOOL DISTRICT
Where kids come first!

LETTER FROM THE CHAIR

On behalf of the Orcutt Union School District Measure G Citizens' Oversight Committee it is my pleasure to present the Measure G Annual Report to the Board of Trustees.

Since the Community approved the bond in 2016 Measure G has enhanced school sites with security fencing, improved bus drop-off and pick-up and modernization of school offices and classrooms. We have also completed an Innovation Center, upgraded bathrooms, modernized a cafeteria, added a new parking lot, and are currently constructing a gym on the Orcutt Academy High School Campus.

The committee met bi-annually in the 2023-2024 school year and was given detailed information from Business Services and staff concerning the progress and expenditures related to the various projects included in the Measure G Bond. The committee plays an important role in informing the public about the District's expenditures of bond money, providing oversight to ensure that bond revenues are spent on construction projects as promised to the community.

It is the opinion of this committee that based on the oversight activities and the financial and performance audits noted herein, the school district remains in full compliance with the requirements of article XIII A, Section 1(b) (3) of the Constitution of the State of California.

The committee trusts you will find the annual report accurate, informative and comprehensive.

Respectfully,

Jan Zilli
Chair
Measure G Citizens' Oversight Committee

Bond Measure G Overview

Northern Santa Barbara County residents voted November 8, 2016, to approve Measure G, the $60 million general obligation facilities bond to improve Orcutt Union School District. Funding from the bond is helping the district repair, upgrade and improve elementary and secondary schools, including deteriorated roofs, plumbing, and electrical systems, improve student safety/security and disabled access, keep schools well-maintained, acquire, renovate, improve classrooms/facilities/equipment and technology infrastructure, replace aging portables with modern classrooms. All funds should be benefiting all our school sites.

MEASURE G2016 COMMITMENT TO COMMUNITY
ORUCTT UNION SCHOOL DISTRICT

To repair/upgrade Orcutt/Los Alamos elementary/secondary schools, including deteriorated roofs, plumbing, and electrical systems, improve student safety/security and disabled access, keep schools well-maintained, acquire, renovate, construct classrooms/facilities/equipment and technology infrastructure to support programs in science, math, reading and arts, replace aging portables with modern classrooms, shall Orcutt Union School District issue $60 million in bonds at legal rates, with citizens' oversight, annual audits, no funds for administrators, and all funds benefiting local schools?

Measure G was presented to voters under the provision of Proposition 39, stipulating that at least 55 percent of voters approve a measure for its passage. It passed with 57.8 percent of the vote.

The Citizens' Oversight Committee

As promised to voters and required by law, on June 23, 2016, the Orcutt Union School District Board of Trustees adopted Resolution No. 20, establishing the Measure G Citizens' Oversight Committee.

The laws governing implementation of the Citizens' Oversight Committee require a minimum of seven members to be selected based on criteria established by Proposition 39:

- One active member from the following: a business organization representing the business community located in the District; a senior citizens' organization; a bona-fide taxpayer's association; and a parent or guardian of a child enrolled in the District
- Two members of the community at-large.

Period covered by the report

This report covers the time period of July 1, 2022 through June 30, 2023

Statement of purpose/responsibilities of the Citizens' Oversight Committee

The Measure G Citizens' Oversight Committee, with members representing the various groups of our communities, serves as the representative of local residents to monitor the expenditures of Measure G Funds. The Citizens' Oversight Committee reviews the progress and expenditure reports to ensure that bond proceeds were expended only for the purposes set forth in the Measure G Bond, and reports their findings annually to the Orcutt Union School District Board of Trustees via this report.

The district has received, and the Citizens' Oversight Committee has reviewed, the financial and performance audit for the Measure G Bond Construction Fund for the fiscal year ending June 30, 2023. EideBailly, Certified Public Accountants, prepared the report to comply with Proposition 39 accountability within the California Constitution.

EideBailly stated, "The results of our tests indicated that, in all significant respects, the Orcutt Union School District has properly accounted for expenditures held in the Building Fund (Measure G) and that such expenditures were made for authorized Bond projects. There were no audit findings, reported in the prior year's Schedule of Findings and Questioned Costs.

Financial compliance confirmation

All expenditures authorized by Measure G have been reviewed by the Citizens' Oversight Committee to ensure the money was spent only on improvement projects as required by Proposition 39. All funds expended from Measure G have been audited by an independent accounting firm. Throughout the course of construction, the District has made transfers into the Measure G Fund in order to offset some of the costs associated with construction. To date, these transfers total $7,554,183.

The Citizens' Oversight Committee has reviewed expenditures and projects and finds the district is in compliance with the requirements of Article XIIIA, Section 1(b)(3)(C) of the California Constitution and consistent with the district's approved Measure G local bond measure.

Orcutt Union School District

General Obligation Bond

Total General Obligation Bond Authorization	$60,000,000
Series A Issuance, issued in June 2018	$15,000,000
Series B Issuance, issued in June 2020	$20,000,000
General Obligation Bonds not yet sold	$25,000,000
TOTAL GENERAL OBLIGATION BOND AUTHORIZATION	**$60,000,000**
Series A Issuance	$15,000,000
Premium on Sale of Bonds Issuance A	$624,527
Series B Issuance	$20,000,000
Premium on Sale of Bonds Issuance B	$252,789
Interest	$603,109
TOTAL AVAILABLE REVENUE	**$36,480,506**
Previously Spent as of June 30, 2022	**$28,831,350**
Beginning Balance as of July 1, 2022	**$7,649,156**
Pine Grove Parking Lot	$151,487
Olga Reed Elementary School Electrical Project	$5,069
Olga Reed Elementary School Classroom Modernization	$2,476,478
Orcutt Academy High School Multi-Use Room	$614,723
Orcutt Junior High School Administration Building	$59,543
Close out on previously reported projects	$34,470
TOTAL EXPENDITURES FOR 2022/2023	**$3,341,770**
Ending Balance as of June 30, 2023	**$4,307,386**

CURRENT MEASURE G PROJECTS

OAHS MUR Building

Project: Orcutt Academy High School Multi-Use Building
Board/Bid Action Item: June 8, 2022
Anticipated Completion: Late Spring 2024
Estimated Cost of Project: $13,200,000

2024 Orcutt Union School District Board of Trustees

Ms. Lisa Morinini
President

Ms. Liz Phillips
Clerk

Ms. Melanie Waffle
Trustee

Mr. Mark Steller
Trustee

Mr. Shaun Henderson
Trustee

Holly Edds, Ed.D.
Board Secretary/Superintendent

To contact Orcutt Union School District regarding Bond Measure G, or members of the Citizens' Oversight Committee, Please call or email:

Julie Payne
Executive Assistant
To the Superintendent/Board of Trustees
Ph: 805-938-8907
jpayne@orcutt-schools.net

SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: Pre-Authorization to Enter an Agreement with CEL Marking PR Design for a Brand Refresh of the Orcutt Union School District

BACKGROUND: Orcutt Union School District seeking to revitalize its brand identity to align with our recently adopted Strategic Plan and Framework and to enhance our reputation within the community. Partnering with CEL Marketing PR Design on this project will allow us to address challenges such as outdated branding materials, lack of consistency across communications, and to build on an already strong, stable reputation.

CEL has more than 30 years experience working with K-12 schools, delivering results for brand identity, communications and enrollment marketing. They understand that the process is as important as the end result. CEL will collaborate with Orcutt Union School District key leaders on the District brand identity and the strategic rollout plan and timeline.

Brand process and deliverable may include the following:

- Kickoff Meeting
- Comparative Analysis
- Create and Write Draft of Messaging and Tagline
- Inform and Engage Stakeholder Groups
- Create the Brand Identity and Design Persona
- Create Logo Design
- Electronic Files
- Brand Rollout Consultation

RECOMMENDATION: Staff recommends the pre-authorization to enter an agreement with CEL Marking PR Design for a brand refresh of the Orcutt Union School District not to exceed $30,000.

FUNDING: General Fund (01) and the Charter Fund (09)

CEL | CREATIVE EFFECTIVE LASTING

Portfolio

CEL services K-12 schools across the nation, both public and private, from a variety of demographics.

Anoka-Hennepin Schools, MN
Bloomington Online School (K12), MN
CCX Media, MN
Cotter Schools, MN
District 196, MN
Harpeth Hall School, TN
Minnetonka Public Schools, MN
Northeast Metro 916 Intermediate School District, MN
Osseo Area Schools, MN
Princeton Online, MN
Richfield Public Schools, MN
Robbinsdale Area Schools, MN
Robbinsdale Virtual Academy, MN
Southdale ObGyn, MN
SoWashCo Schools, MN
Stafford Municipal School District, TX
Stillwater Learning Hub, MN
The Awty International School, TX
Transcend Wealth Partners, NV
White Bear Lake Area Schools, MN
And more!

SOWASHCO SCHOOLS

South Washington County Schools desired a more equitable, accessible and modern brand aligned with their core values and incorporating student voice. Redeploying as SoWashCo Schools with a tagline of Be seen. Be heard. Be bold. positioned this public school district as a student-centered space.

CEL migrated their existing website to Finalsite to provide better usability and functionality across all district schools. The new site unified pages and school programs in a mobile-first, accessible design.

The website strategically marries cohesive design and branding with Finalsite features that provide easy updates, focused content areas and consistent storytelling in a modern and friendly format. Drawing upon site analytics and feedback from stakeholders, CEL developed the home page with the most frequently accessed content—ensuring a positive user experience for families.

SoWashCo promotes equity and inclusion for all students and staff. CEL designers kept these values in the forefront while designing the logo, patterns and brand assets. The colorful designs take inspiration from the other 24 unique school logos, fostering districtwide unity and ensuring that every school integrates well with the district designs. Students, staff and Board members reported being seen, heard, and listened to throughout the design process and feeling that the new design and website truly reflect SoWashCo Schools.

sowashco.org

COLOR PALETTE

ROBBINSDALE AREA SCHOOLS

Robbinsdale Area Schools had an established, but tired branding package dating back two or three administrations. The District's R logo and navy, black and white color palette was recognizable, but accompanying colors and brand elements went unused by staff who questioned the energy of the earth tones with the strength of navy and black logo.

Robbinsdale turned to CEL for a brand expansion that would brighten the color palette, exude the energy of learning and childhood, and provide updated templates to support marketing communications including fliers, slide decks, letterhead, and e-newsletters.

To support the District's Unified Vision, CEL created a color palette inspired by the school colors and mascots of each of the District's 20 schools. Brand elements and patterns played off the curves, lines and intersections of the District R with a colorful palette that supported the District's equity and inclusion promise. A marketing campaign wrapped up the package inspiring students and staff to Believe. Belong. Become.

rdale.org

EXPANDED COLOR PALETTE

ROBBINSDALE VIRTUAL ACADEMY

Prior to the COVID-19 pandemic, Robbinsdale Area Schools had plans to establish an online learning academy to retain students and families seeking that option. They had the staff, curriculum and talent but no marketing plan, and they turned to CEL to brand and introduce the new Robbinsdale Virtual Academy. The new identity system featured contemporary, eye-catching imagery, and the digital marketing campaign — "Flip the script on high school" — played off a popular TikTok meme.

CEL launched a clean, concise website for enrollment marketing a month before the district website redesign went live.

Using the subdomain rva.rdale.org maintained consistency with other schools, and an interactive class catalog gives students and their families a look at their options before making the commitment to enroll. When they're ready to enroll, they click the "Enroll" button that's consistently at the top of every screen.

The result? Enrollments exceeded expectations, and the district was able to reattract students who previously enrolled with other online providers.

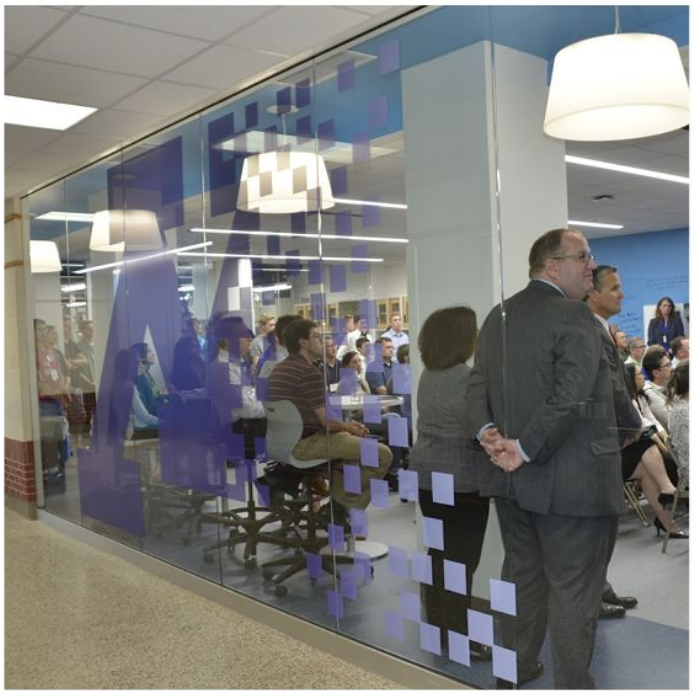
rva.rdale.org

MINNETONKA PUBLIC SCHOOLS

Minnetonka High School turned to CEL to brand its unique college-level research program in 2015. Within an on-site lab, unique to any area high school, accelerated students connect with industry partners and Ph.D. level mentors to design and conduct research according to their interests. The Minnetonka Research brand clearly reflects the scientific process and accelerated experience.

The logo, report covers, journals and even lab coats all convey high-level professionalism in the field of inquiry and stays within the Minnetonka Schools brand. This program and brand continues to exist and expand.

minnetonkaresearch.org



PRINCETON ONLINE MN

Princeton Public Schools (ISD 477) launched a full-time online high school two years before COVID-19, but in 2020 as interest in online learning soared and the competitive environment grew more intense, the district turned to CEL to rebrand the virtual school and relaunch the website as a more engaging platform for prospective students and their families. The site also includes login access to Skyward and Clever for current families.

At the heart of the new brand identity system is a graphic element in the shape of a shield that incorporates four parts representing core values — compassionate instructors, the challenge to think differently, a supportive online community and personalized academics. Once the website went live, geo-targeted paid social media advertising within Minnesota increased repetitions for the ads in key markets, and CEL also tested the effectiveness of Google Adwords, decidedly ultimately that it was cost-prohibitive. The new website includes a new online course catalog as well as student and staff stories that CEL created which included short video that could be used in paid advertising.

princetononlinemn.org

RICHFIELD PUBLIC SCHOOLS

Despite a long history and a strong sense of community, Richfield Public Schools had never engaged in a district-wide branding process. Each school had its own mascot and a rather complex district logo looked dated and tried to communicate too much. For a district often referred to by realtors as "an up and coming community for young families," the district brand needed to inspire confidence. Richfield Public Schools engaged CEL as their school district marketing agency to lead the rebranding process and integrated marketing communications. Per Board policy, all communications and messaging was to be presented in both English and Spanish.

Updating the high school mascot to be more inclusive and expanding the color palette beyond the high school's red and black allowed all students and families to embrace the new brand. When the district's communications director resigned mid-project, CEL stepped in to provide strategic implementation, create an emotional connection to the brand and support the district through the busy summer months. Completing the branding project was followed by a brand roll-out plan, summer publications, social media, and media relations. CEL also consulted on the recruitment and selection process to hire a new communications director.

www.richfieldschools.org

RICHFIELD
PUBLIC SCHOOLS

"From facilitating listening sessions and engaging different perspectives from our community, CEL made it happen. They helped us to develop priorities and roll-out the extensive list of brand items in a strategic way."

– STEVEN UNOWSKY, SUPERINTENDENT

EXPANDED COLOR PALETTE

COTTER SCHOOLS

Cotter Schools is an international learning community guided by faith since 1911 where character, personal development, and academic achievement inspire a world of possibilities. With a global market, Cotter turned to CEL to refresh its brand, update its website and develop an integrated marketing communications strategy.

What does a Catholic school in Winona, Minnesota do to attract hundreds of students from around the globe and sustain a thriving international learning community? It offers an outstanding education guided by faith, focuses on discovering the best in each student, and has a beautiful, easy-to-use website that invites engagement, generates leads and processes enrollment.

CEL's team worked with Finalsite to design, build, and launch Cotter's mobile responsive website in 2015.

When the high school prepared to merge and lead all K-12 Catholic schools in the region in 2020, CEL returned to expand the brand and update messaging to attract younger families.

Storytelling, images, video and an interactive map all support the enrollment marketing goal.

cotterschools.org

EXPANDED COLOR PALETTE

We are honored to help school leaders effectively **communicate** and **engage** with students, families, staff and communities to **advance** the mission, goals and objectives.

Together, what can we make happen today?

AWARDS

National School Public Relations Association

MINNEAPOLIS/ST. PAUL BUSINESS JOURNAL
TOP 25 PR FIRMS
2011-2023

NSPRA GOLD MEDALLION AWARDS
- Strategic Employee Engagement for Innovation: Minnetonka Public Schools*
- Finance / Millage / Referendum Campaigns: Minnetonka Public Schools (MN) & Franklin Public Schools (WI)*

NSPRA GOLDEN ACHIEVEMENT
- Rebrand: Richfield Public Schools
- Bridge to Trust Community Engagement: Franklin Public Schools WI*
- A Celebration of Excellence (Employee Recognition): Minnetonka Public Schools
- Launch Your Future Here: New Code Academy
- Rebrand: South Washington County Schools

NSPRA PUBLICATIONS AND DIGITAL MEDIA EXCELLENCE AWARD
- Website – District 196
- Website – Minnetonka Public Schools
- Branding Expansion – Robbinsdale Area Schools
- Website – San Diego County Office of Education
- Marketing Publication – Robbinsdale Area Schools
- Website – South Washington County Schools
- Video – Robbinsdale Area Schools
- Video – Robbinsdale Virtual Academy
- Today's Mission: Love Your Job - Fountain-Fort Carson School District 8
- Website – Osseo Area Schools
- 'We R All In' DEI e-newsletter – Robbinsdale Area Schools

PERSON OF THE YEAR
Wayzata Area Chamber of Commerce

ENTREPRENEUR OF THE YEAR
Twin West Chamber of Commerce

BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: Board Policy 3516 Emergency and Disaster Preparedness Plan

BACKGROUND: Policy updated to reflect NEW LAW (SB 323, 2023) which requires school emergency and disaster preparedness plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and section 504 of the federal Rehabilitation Act of 1973.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 3516 as presented for the first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

The Governing Board ~~of Trustees~~ recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

~~School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Cod 3100)~~

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the ~~details provisions for handling emergencies and disasters and which shall be included in the district's~~ comprehensive school safety plan. (Education Code 32282)

State:
19 CCR 2400-2450: Standard Emergency Management System
5CCR 550: Fire Drills
5CCR 560: Civil defense and disaster preparedness plans
CA Constitution Article 20, Section 3: Oath or affirmation
Civ. Code 1714.5: Release from liability for disaster service workers and shelters
Ed. Code 32001: Fire alarms and drills
Ed. Code 32040: Duty to equip school with first aid kit
Ed. Code 32280-32289.5: School safety plans
Ed. Code 32290: Safety devices
Ed. Code 39834: Operating overloaded bus
Ed. Code 46390-46392: Emergency average daily attendance in case of disaster
Ed. Code 49505: Natural disaster; meals for homeless students; reimbursement
Gov. Code 11549: Cybersecurity assessment
Gov. Code 11549.3: Office of information security
Gov. Code 3100-310 : Oath or affirmation of allegiance
Gov. Code 8586.5: California Cybersecurity Integration Center
Gov. Code 8607: Standardized Emergency Management System
Public Utilities Code 2872: Automatic dialing
Federal:
20 USC 1400-1482: Individuals with Disabilities Education Act
29 USC 794: Rehabilitation Act of 1973; Section 504

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

42 USC 12101-12213: Americans with Disabilities Act
Management Resources:
Cal OES Publication: California Emergency Management for Schools: A Guide for Districts and Sites
Cal OES Publication: School Emergency Response: Using SEMS at Districts and Sites, June 1998
Cal OES Publication: State of California Emergency Plan, 2017
Cal OES Publication: Active Shooter Awareness Guidance, February 2018
California Department of Education Publication: Crisis Response Box, 2000
Federal Emergency Management Agency Publication: National Incident Management System, 3rd ed., October 2017
U.S. Department of Education Publication: Guide for Developing High-Quality School Emergency Operations Plans, 2013
Website: California Public Utilities Commission
Website: California Office of Emergency Services: School Emergency Planning & Safety
Website: California Department of Education, Comprehensive School Safety Plans
Website: CSBA District and County Office of Education Legal Services
Website: California Cybersecurity Integration Center
Website: California Department of Education, Crisis Preparedness
Website: Centers for Disease Control and Prevention
Website: U.S. Department of Education, Emergency Planning
Website: U. S. Department of Homeland Security
Website: Federal Emergency Management Agency
Website: California Governor's Office of Emergency Services
Website: California Seismic Safety Commission
Website: American Red Cross
Website: California Attorney General's Office
Website: CSBA

~~(cf. 0450 - Comprehensive Safety Plan)~~
~~(cf. 3516.3 - Earthquake Emergency Procedure System)~~
~~(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)~~
~~(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)~~

~~Legal Reference:~~
~~EDUCATION CODE~~
~~32001 Fire alarms and drills~~
~~32040 Duty to equip school with first aid kit~~
~~32280-32289 School safety plans~~
~~32290 Safety devices~~
~~39834 Operating overloaded bus~~
~~46390-46392 Emergency average daily attendance in case of disaster~~
~~49505 Natural disasters; meals for homeless students; reimbursement~~
~~GOVERNMENT CODE~~
~~3100 Public employees as disaster service workers~~
~~8607 Standardized emergency management system~~
~~CODE OF REGULATIONS, TITLE 5~~
~~550 Fire drills~~
~~560 Civil defense and disaster preparedness plans~~
~~CODE OF REGULATIONS, TITLE 19~~

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

~~2400-2450 Standardized emergency management system~~
~~UNITED STATES CODE, TITLE 42~~
~~12101-12213 Americans with Disabilities Act~~
~~Management Resources:~~
~~CSBA PUBLICATIONS~~
~~Avian Influenza, Governance and Policy Services Fact Sheet, April 2006~~
~~911! A Manual for Schools and the Media During a Campus Crisis, 2001~~
~~CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS~~
~~Pandemic Influenza Planning Checklist, 2006~~
~~CONTRA COSTA COUNTY OFFICE OF EDUCATION~~
~~Pandemic Flu School Action Kit, June 2006~~
~~GOVERNOR'S OFFICE OF EMERGENCY SERVICES~~
~~School Emergency Response: Using SEMS at Districts and Sites, June 1998~~
~~U.S. DEPARTMENT OF EDUCATION PUBLICATIONS~~
~~Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003~~
~~WEB SITES~~
~~CSBA: http://www.csba.org~~
~~American Red Cross: http://www.redcross.org~~
~~California Department of Education, Crisis Preparedness: http://www.cde.ca.gov/ls/ss/cp~~
~~California Office of Emergency Services: http://www.oes.ca.gov~~
~~California Seismic Safety Commission: http://www.seismic.ca.gov~~
~~Centers for Disease Control and Prevention: http://www.cdc.gov~~
~~Contra Costa County Office of Education, Pandemic influenza resources: http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit~~
~~Federal Emergency Management Agency: http://www.fema.gov~~
~~U.S. Department of Education, Emergency Planning: http://www.ed.gov/admins/lead/safety/emergencyplan~~
~~U.S. Department of Homeland Security: http://www.dhs.gov~~

Policy Adopted: ~~2/15/07~~ 6/5/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: Board Policy 3550 Food Service/Child Nutrition Porgram

BACKGROUND: Policy updated to reflect NEW LAW (SB 348,2023) which (1) clarifies that districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal; including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal, (2) defines a "nutritionally adequate breakfast and lunch," and (3) requires that students be provided with adequate time to eat. Additionally, policy updated to reflect NEW LAW (AB 95, 2023) which clarifies that districts may sell a nutritionally adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided. In addition, policy update to reflect NEW LAW (SB 114, 2023) which establishes school food best practices such as serving freshly prepared onsite meals using minimally processed, locally grown, and sustainable food, giving priority to California-grown or produced foods, and increasing plant-based or restricted diet food options for students. Policy updated to reflect California Department of Food and Agriculture guidance about school gardens.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 3550 as presented for the first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

FOOD SERVICE/CHILD NUTRITION PROGRAM

The Governing Board recognizes that adequate, nourishing food is essential to student health and well-being, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to and participation the district's food service programs and to maintain fiscal integrity of the programs in accordance with law.

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. A nutritionally adequate breakfast or lunch is one that qualifies for reimbursement under the most current meal pattern for the federal School Breakfast Program or National School Lunch Program.

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease

2. Meet or exceed nutrition standards specified in law

3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits

4. Be served in age-appropriate portions

~~5. Be provided and no cost to students who request a meal~~

At the beginning of each school year, the Superintendent or designee shall communicate information related to the district's food service programs to the public through available means, including, but not limited to, the district's web site, social media, flyers, and school publications.

The district's food service program shall give priority to serving freshly prepared onsite meals, using whole or minimally processed sustainable foods which are locally grown or produced, including fresh fruits and vegetables, and providing plant-based or restricted diet food options for students. ~~unprocessed foods and fresh fruits and vegetables~~.

District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals, positively

FOOD SERVICE/CHILD NUTRITION PROGRAM

impact students' knowledge related to food and nutrition, support the district's nutrition education program, and increase students' consumption of these foods and participation in school meals. ~~and to support the district's nutrition education program.~~

To the extent possible, the school meal program shall be coordinated with the nutrition education program, instructional program for teachers, parents/guardians and food service employees, available community resources, and other related district programs.

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.

The Superintendent or designee may invite students and parents/guardians to participate in the selection of foods of good nutritional quality for school menus.

Students shall be allowed adequate time and space to eat meals. (Education Code 49501.5)

To the extent possible, school, recess, and transportation schedules shall be designed to promote participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school cafeterias and facilities for food preparation and consumption.

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation and service process. ~~process, from receiving to service~~.

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's food services program meets state and federal nutrition standards for foods and beverages. In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by the CDE.

State
5 CCR 15510: Mandatory meals for needy students
5CCR 15530-15535: Nutrition education
5CCR 15550-15565: School lunch and breakfast programs
5CCR 15575-15578: Requirements for foods and beverages outside the federal meals program
Ed. Code 35182.5: Contracts, non-nutritious beverages
Ed. Code 38080-3810:3 Cafeteria, establishment and use
Ed. Code 45103.5: Contracts for management consulting services; restrictions

FOOD SERVICE/CHILD NUTRITION PROGRAM

Ed. Code 48432.8: Voluntary enrollment in continuation education
Ed. Code 49430-49436: Pupil Nutrition, Health, and Achievement Act of 2001
Ed. Code 49490-49494: School breakfast and lunch programs
Ed. Code ~~49500-49505~~: 49501.5-49506: School meals
~~Ed. Code 49501.5: California Universal Meals programs~~
Ed. Code 49510-49520: Nutrition
Ed. Code 49530-49536: Child Nutrition Act
Ed. Code 49540-49546: Child care food program
Ed. Code 49547-49548.3: Comprehensive nutrition services
Ed. Code 49550-49562: Meals for needy students
Ed. Code 49570: National School Lunch Act
Ed. Code 51795-51798: School instructional gardens
H&S Code113700-114437: California Retail Food Code; sanitation and safety requirements
Federal
42 USC 1751-1769j: National School Lunch Program
42 USC 1758b: Local wellness policy
42 USC 176:1 Summer Food Service Program and Seamless Summer Feeding Option
42 USC 1769a: Fresh Fruit and Vegetable Program
42 USC 1771-1793: Child Nutrition Act
42 USC 1772: Special Milk Program
42 USC 1773: School Breakfast Program
7 CFR 210.1-210.3~~1~~3: National School Lunch Program
7 CFR 215.1-215.18: Special Milk Program
7 CFR ~~220.1-220.21:~~ 220.2-220.22: National School Breakfast Program
7 CFR 245.1-245.13: Eligibility for free and reduced-price meals and free milk
Management Resources:
California Project Lean Publication: Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006
California Department of Education Publication: Healthy Children Ready to Learn, January ~~2005~~ 2006
California Department of Education Publication: Professional Standards in the School Nutrition Programs, Management Bulletin SNP-13-2020, Updated January 2022
California Department of Food and Agriculture Pub: Planting the Seed: Farm to school roadmap for Success, February 2022
~~CSBA Publication: Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009~~
CSBA Publications: Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 20212
CSBA Publication: Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007
CSBA Publication: Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, ~~2007~~ 2008
CSBA Publication: Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006
U.S. Department of Agriculture Publication: School Breakfast Toolkit
U.S. Department of Agriculture Publication: Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005
U.S. Department of Agriculture Publication: Dietary Guidelines for Americans, 2005
U.S. Department of Agriculture Publication: Food Buying Guide for Child Nutrition Programs, December 2007
U.S. Department of Agriculture Publication: Fresh Fruit and Vegetable Program: Handbook for Schools, December 2010
U.S. Department of Agriculture Publication: Guidance for School Food Authorities: Developing a School Food

FOOD SERVICE/CHILD NUTRITION PROGRAM

Safety Program Based on the Process Approach to HACCP Principles, June 2005
Website: U.S. Department of Agriculture, Food and Nutrition Service
Website: CSBA District and County Office of Education Legal Services
Website: California Farm Bureau Federation
Website: Nourish California
Website: California Project LEAN
Website: Centers for Disease Control and Prevention
Website: National Alliance for Nutrition and Activity
Website: California School Nutrition Association
Website: California Department of Education, Nutrition Services Division
Website: California Department of Public Health
Website: California Healthy Kids Resource Center
Website: CSBA

Policy Updated: ~~10/12/2022~~ 6/5/24 ORCUTT UNION SCHOOL DISTRICT
Orcutt, CA

BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 8, 2024

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

BACKGROUND: Policy updated to reflect NEW LAW (SB 348,2023) which clarifies that (1) the establishment of a cafeteria fund does not preclude the district from using other funds for the purpose of purchasing school meals, and (2) districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal. Additionally, policy updated to reflect NEW LAW (AB 95,2023) which clarifies that districts may sell a nutritionally adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided and NEW LAW (SB114,2023) which establishes school food best practices such as giving priority to California-grown or produced, sustainability grown, or whole or minimally processed foods, increasing plant-based or restricted diet food options for students, and preparing fresh meals onsite.

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

FUNDING: N/A

FOOD SERVICE OPERATIONS/CAFETERIA FUND

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

At the Board's discretion, district funds other than the cafeteria fund may be used for the purchase of school meals.

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

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. After such school meals have been made available to a student, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431, 49501.5)

~~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.

FOOD SERVICE OPERATIONS/CAFETERIA FUND

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

Cafeteria Fund and Account

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund. The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

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

Contracts with Outside Services

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

Procurement of Foods, Equipment and Supplies

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

The district's food service program shall give priority to serving freshly prepared onsite meals, using whole or minimally processed sustainable foods which are locally grown or produced, including fresh fruits and vegetables, and to providing plant-based or restricted diet food options for students.

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

Furthermore, the district shall accept a bid or price for an agricultural product grown in

FOOD SERVICE OPERATIONS/CAFETERIA FUND

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)

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 49010: Educational activity; definition
Ed. Code 49431: The Pupil Nutrition, Health, and Achievement Act of 2001
Ed. Code 49490-4949~~3~~4: School breakfast and lunch programs
Ed. Code 4950~~0~~1.5-4950~~5~~6: 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
F&A Code 58596.1-58596.5: Buy American Food Act; purchase of nondomestic agricultural food products
H&S Code113700-114437: California Retail Food Code; sanitation and safety requirements
Pub. Cont. Code 2000-2002: Responsive bidders
Pub. Cont. Code 20111 Contracts over $50,0000; contracts for construction; award to lowest responsible bidder
Pub. Cont. Code 3410: U.S. produce and processed foods
Federal
2 CFR 200 Appendix VII Indirect cost proposals
2 CFR 200.318-200.326 Procurement standards
2 CFR 200.400-200.475: Cost principles
2 CFR 200.56: Indirect costs, definition

FOOD SERVICE OPERATIONS/CAFETERIA FUND

42 USC 1751-1769j School Lunch Program
42 USC 1771-1793 Child Nutrition Act
42 USC 1773: School Breakfast Program
~~7 CFR 210.1-210.31 National School Lunch Program~~
7 CFR 210.1-210.33 National School Lunch Program
~~7 CFR 220.1-220.21 National School Breakfast Program~~
~~7 CFR 220.1-220.22 National School Breakfast Program~~
7 CFR 245.8 Nondiscrimination practices for students eligible for free and reduced price meal and free milk
7 CFR 250.1-250.70 USDA foods
Management Resources
CA Department of Education Publication: California School Accounting Manuel
California Department of Education Publication: Professional Standards in the SNPs, NSD Management Bulletin, SNP-13-2020, rev. January 2022
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: 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: 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, School Nutrition
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
Website: California Department of Social Services

Policy Adopted: ~~10/12/22~~ 6/5/24 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: Board Policy 3553 Free and Reduced Price Meals

BACKGROUND: Policy updated to reflect NEW LAW (SB 348,2023) which clarifies that districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal, and NEW LAW (AB 95,2023) which clarifies that districts may sell a nutritionally adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided. Additionally, policy updated to clarify that meals served under the school nutrition program meet district-adopted guidelines, in addition to state and federal nutrition standards. In addition, policy updated to more closely align with code language.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 3553 as presented for the first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

Free and Reduced Price Meals

The Governing Board recognizes that adequate nutrition is essential to the development, health and well-being, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of all students in the district's food service program.

Each school day, the district shall provide, free of charge, a nutritionally adequate breakfast and lunch for any student who requests a meal. (Education Code 49501.5)

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

To provide optimal nutrition and ensure that schools receive maximum federal meal reimbursement, the Superintendent or designee shall assess the eligibility of district schools to operate a federal universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a. The Superintendent or designee shall submit an application to operate a federal universal meal provision to the California Department of Education (CDE) on behalf of any district school that meets the definition of a "high poverty school." (Education Code 49564.3)

~~If any district school meets the criteria for a "very high poverty school" through its eligibility for the federal Community Eligibility Provision reimbursement rate pursuant to 42 USC 1759a, the district shall apply to the California Department of Education (CDE) to operate a universal meal service, unless the Board adopts a resolution stating that the district is unable to comply with this requirement due to fiscal hardship. The resolution shall be part of the public agenda for at least two consecutive Board meetings, first as an information item and then as an action item. The Board shall reconsider the resolution at least once every four years. (Education Code 49564; 42 USC 1759a)~~

The Superintendent or designee shall ensure that meals served under the school nutrition program meet applicable state and/or federal nutritional standards, as specified in law and district-adopted guidelines. ~~in accordance with law, Board policy, and administrative regulation.~~

The Board shall approve, and shall submit to the CDE for approval, a plan that ensures that students eligible to receive free or reduced-price meals ~~and milk~~ are not treated differently from other students and that meets other requirements specified in Education Code 49557

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meals program shall be confidential and may not be disclosed except as provided by law and authorized by the Board or pursuant to a court order. (Education Code 49558)

Free and Reduced Price Meals

The Board authorizes designated employees to use records pertaining to an individual student's eligibility for the free and reduced-price meals program for the purposes: (Education Code 49558)

1. Disaggregation of academic achievement data

2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576

3. Facilitation of targeted educational services and supports to individual students based on the local control accountability plan

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency in ensuring that the student continues to receive school meals.~~to assist in the continuation of the student's meal benefits.~~

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula (LCFF) calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the LCFF and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. The Superintendent or designee also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

Free and Reduced Price Meals

State
5 CCR 15510 Mandatory meals for needy students
5 CCR 15530-15535 Nutrition education
5 CCR 15550-15565 School lunch and breakfast programs
Ed. Code 48980: Parent/Guardian notifications
Ed. Code 49430-~~49436~~ 49434: Pupil Nutrition, Health, and Achievement Act of 2001
Ed. Code 49490-49494: School breakfast and lunch programs
Ed. Code 49500-~~49505~~ 49506: School meals
Ed. Code 49501.5: California Universal Meals Program
Ed. Code 49510-~~49520~~ 19520: Nutrition
Ed. Code 49530-49536: Child Nutrition Act
Ed. Code 49547-49548.3: Comprehensive nutrition service
Ed. Code 49550-49562: Meals for needy students
Ed. Code 49564.3: High poverty schools; universal meal service
Federal
20 USC 1232g: Family Educational Rights and Privacy Act (FERRPA) of 1974
20 USC 6301-6576: Title 1 Improving the Academic Achievement of the Disadvantaged
42 USC 1751-1769j: School lunch program
42 USC 1771-1791: Child nutrition
42 USC 1773: School breakfast program
7 CFR 210.1-~~210.31~~ 210.33: National School Lunch Program
7 CFR 20.10-220.21: National School Breakfast Program
7 CFR 245.1-245.13: Eligibility for free and reduced-price meals and free milk
Management Resources
~~California Department of Education Publication: Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012~~
California Department of Education Publication: Updated Guidance on Sharing of School Meal Applications and the Passing of Assembly Bill 1599, Management Bulletin SNP-12-2015, July 2015
California Department of Education Publication: Clarification on the Sharing of Individual Student Eligibility Information for Local Control and Accountability Plan Purposes, Management Bulletin SNP-02-2018, May 2018
CSBA Publication: Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012
CSBA Publication: Monitoring for Success: A Guide for assessing and strengthening Student Wellness Policies, rev. 2012
U.S. Department of Agriculture Publication: Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002
U.S. Department of Agriculture Publication: Eligibility Manual for School Meals: Determining and Verifying Eligibility, July 2017
Website: CSBA District and County Office of Education Legal Services
Website: U.S. Department of Agriculture, Food and Nutrition Service
Website: Nourish California
Website: California Project LEAN (Leaders Encouraging Activity and Nutrition
Website: CSBA

Policy Adopted: ~~10/12/22~~ 6/5/24 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: May 8, 2024

BOARD AGENDA ITEM: Approval of Revised School Plans for Student Achievement (SPSAs) for Three District Schools

BACKGROUND: The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for additional targeted support and improvement (ATSI). The California Department of Education (CDE) has based eligibility for ATSI on schoolwide and subgroup performance as indicated on the California School Dashboard. Schools that meet the criteria for ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes.

The Orcutt Union School District currently has three schools that qualify for ATSI:

- Joe Nightingale School, for the performance of the Two or More Races subgroup in Chronic Absenteeism;
- Ralph Dunlap School, for the performance of the Students with Disabilities subgroup in English/Language Arts, Mathematics, and Suspension Rate; and
- Lakeview Junior High School, for the performance of the Students with Disabilities subgroup in English/Language Arts, Mathematics, and Suspension Rate.

This spring, CDE communicated to school districts that schools qualifying for ATSI must have a board approved improvement plan in place by the first day of school of the coming 2024-2025 school year. The improvement plan is done in the form of a School Plan for Student Achievement (SPSA) that includes specific elements pertinent to ATSI.

Accordingly, to meet this requirement, our three ATSI schools are submitting for your approval a revised, ATSI-compliant SPSA that has been approved by their School Site Council. The five goals for these SPSAs have not been changed; they remain raising English/language arts achievement, raising mathematics achievement, increasing attendance, improving school culture, and reducing suspensions. ATSI components to the plan include an examination of potential resource inequities, analysis of California School Dashboard indicators for the school and subgroups, and updates on the school's progress thus far in 2023-2024.

RECOMMENDATION: Staff recommends that the revised School Plans for Student Achievement for Joe Nightingale School, Ralph Dunlap School, and Lakeview Junior High School be approved as submitted.

FUNDING: No impact.

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Joe Nightingale Elementary School	42-69260-6045777	April 25, 2024	May 8, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Joe Nightingale Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Joe Nightingale School qualified for Additional Targeted Support and Improvement (ATSI) based on the performance of the Two or More Races subgroup in Chronic Absenteeism.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Joe Nightingale Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Joe Nightingale School qualified for Additional Targeted Support and Improvement (ATSI) based on the performance of the Two or More Races subgroup in Chronic Absenteeism.

Educational Partner Involvement

How, when, and with whom did Joe Nightingale Elementary 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.

On April 25, 2024, the SSC met to review and approve a revised SPSA that includes ATSI planning components as directed by the California Department of Education.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

We are examining equity from the lens of the "dimensions of equity" that are highlighted and explained on the Alliance for Resource Equity website (https://educationresourceequity.org/dimensions-of-equity/). Following are data and comments on five of the dimensions:

School Funding: For the 2023-2024 school year, Joe Nightingale was allotted $89.827.55 in Title 1 funding and $81,795 in LCFF Supplemental funding for a total of $171,622.55. This was an increase from the $157,389.32 allotted in 2022-2023 ($74.430.32 in Title 1 funding and $82,959 in LCFF funding). For reference, in 2023-2024, the district's federal allocations were $485,144 in Title 1 funding, $99,482 in Title 2 funding, $124,098 in Title 3 4203 funding, and $7,923 in Title 3 4201 funding. The district identifies some sites for Title 1 allotments based on student need.

Teaching Quality & Diversity: For 2023-2024, Joe Nightingale has 2 first-year teachers, 4 teachers in years 2-5 of their career, and 27 teachers in year 6 or higher. In 2022-2023, Joe Nightingale had 2 first-year teachers, 5 teachers in years 2-5, and 26 teachers in year 6 or higher. The school has a largely veteran staff.

Instructional Time & Attention: For 2023-2024, Joe Nightingale continued to have regular time (four afternoons a week) designated for English/language arts intervention. It also changed its master schedule to allow for 60 minutes per week of math intervention. The time it affords for academic intervention is aligned with other elementary schools in the district.

Positive & Inviting School Climate: For 2023-2024, students and parents were surveyed about the school climate for this SPSA. The student survey showed improvement in three of five items, led by "At my school, there is a teacher or other

adult who really cares about me" (82% "pretty much true" or "very much true") and "At my school, there is a teacher or other adult who listens to me when I have something to say" (82% "pretty much true" or "very much true"). The parent survey showed improvement in all five items, led by "Teachers communicate with parents about what students are expected to learn in class" (92% "pretty much true" or "very much true").

Student Supports & Intervention: As mentioned earlier, Joe Nightingale continues to provide substantial time for academic intervention. Its SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) is a research-based intervention that produces notable results. Other supports available include a full-time vice-principal and time from a counselor, psychologist, and Board Certified Behavioral Analyst who are assigned to multiple sites.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

None

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

CHRONIC ABSENTEEISM (All Students = Yellow, 23.5% chronically absent, declined 3.9%)
Red: Two or More Races (21.5% chronically absent, increased 0.8%)

ENGLISH/LANGUAGE ARTS (All Students = Green, 20 points above standard, increased 10.5 points)
Red: Student with Disabilities (76.4 points below standard, declined 7.1 points)
Orange: English Learners (12 points below standard, maintained - 0.6 points)

MATHEMATICS (All Students = Blue, 7.5 points above standard, increased 18.6 points)
Orange: Students with Disabilities (79.6 points below standard, maintained + 2.3 points)

SUSPENSION RATE (All Students = Yellow, 2.2% suspended at least one day, maintained - 0.1%)
No differential of two or more performance levels

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

No other needs identified at this time.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Joe Nightingale Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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
			Total Enrollment	708	702	720

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	137	145	170
Grade 1	93	93	84
Grade 2	93	87	90
Grade3	99	101	89
Grade 4	100	98	96
Grade 5	89	92	97
Grade 6	97	86	94
Total Enrollment	708	702	720

Conclusions based on this data:

1. Our enrollment and population has remained relatively consistent.
2. Our largest student subgroup is Hispanic/Latino.
3. Our second largest student subgroup is White.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Research/Inquiry is a relatively low area within English/Language Arts.

2. In 2023, proficiency increased as the grade levels progressed.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.66	26.74		46.81	52.33		25.53	20.93
Grade 4		15.96	32.98		56.38	50.00		27.66	17.02
Grade 5		16.48	25.26		60.44	49.47		23.08	25.26
Grade 6		9.52	16.84		61.90	57.89		28.57	25.26
All Grades		17.63	25.41		56.20	52.43		26.17	22.16

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.34	24.42		58.51	62.79		19.15	12.79
Grade 4		22.34	26.60		60.64	59.57		17.02	13.83
Grade 5		10.99	24.21		68.13	62.11		20.88	13.68
Grade 6		15.48	22.11		66.67	58.95		17.86	18.95
All Grades		17.91	24.32		63.36	60.81		18.73	14.86

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Conclusions based on this data:

1. Problem Solving/Data Analysis was a relatively low sub-area within Mathematics in 2023.
2. In 2023, achievement was higher in third and fourth grades than in fifth and sixth grades.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1377.8	1392.7	1405.4	1392.2	1395.6	1417.9	1344.3	1385.8	1376.4	21	21	28
1	*	1464.6	1451.9	*	1470.9	1463.8	*	1457.7	1439.5	10	12	17
2	*	1487.7	1477.7	*	1489.3	1473.8	*	1485.8	1481.3	8	11	13
3	1490.8	*	*	1503.6	*	*	1477.4	*	*	12	10	10
4	*	1507.7	*	*	1504.5	*	*	1510.2	*	8	11	6
5	*	*	*	*	*	*	*	*	*	10	7	7
6	*	*	*	*	*	*	*	*	*	5	7	7
All Grades										74	79	88

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Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	4.76	17.86	33.33	42.86	7.14	42.86	23.81	46.43	19.05	28.57	28.57	21	21	28
1	*	16.67	17.65	*	41.67	29.41	*	33.33	35.29	*	8.33	17.65	*	12	17
2	*	27.27	23.08	*	36.36	38.46	*	27.27	23.08	*	9.09	15.38	*	11	13
3	8.33	*	*	58.33	*	*	16.67	*	*	16.67	*	*	12	*	*
4	*	9.09	*	*	54.55	*	*	36.36	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.51	10.13	20.45	44.59	39.24	28.41	25.68	32.91	30.68	16.22	17.72	20.45	74	79	88

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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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	0.00	10.71	61.90	66.67	53.57	28.57	33.33	35.71	21	21	28
1	*	8.33	23.53	*	83.33	58.82	*	8.33	17.65	*	12	17
2	*	45.45	46.15	*	45.45	46.15	*	9.09	7.69	*	11	13
3	58.33	*	*	33.33	*	*	8.33	*	*	12	*	*
4	*	9.09	*	*	90.91	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.59	21.52	31.82	37.84	60.76	48.86	17.57	17.72	19.32	74	79	88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	9.52	10.71	66.67	66.67	53.57	33.33	23.81	35.71	21	21	28
1	*	33.33	17.65	*	50.00	47.06	*	16.67	35.29	*	12	17
2	*	9.09	23.08	*	72.73	46.15	*	18.18	30.77	*	11	13
3	0.00	*	*	58.33	*	*	41.67	*	*	12	*	*
4	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.16	10.13	11.36	51.35	55.70	52.27	36.49	34.18	36.36	74	79	88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	28.57	14.29	38.10	42.86	46.43	47.62	28.57	39.29	21	21	28
1	*	8.33	0.00	*	75.00	88.24	*	16.67	11.76	*	12	17
2	*	27.27	30.77	*	45.45	38.46	*	27.27	30.77	*	11	13
3	0.00	*	*	75.00	*	*	25.00	*	*	12	*	*
4	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.46	16.46	14.77	59.46	62.03	59.09	31.08	21.52	26.14	74	79	88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 Speaking Domain.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
720	**45.7**	**11.7**	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	84	11.7
Foster Youth		
Homeless	13	1.8
Socioeconomically Disadvantaged	329	45.7
Students with Disabilities	92	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.6
American Indian	3	0.4
Asian	2	0.3
Filipino	18	2.5
Hispanic	450	62.5
Two or More Races	30	4.2
Pacific Islander	2	0.3
White	176	24.4

Conclusions based on this data:

1. The total number of students in our school has been relatively stable.
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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Blue		
English Learner Progress Green		

Conclusions based on this data:

1. English Language Arts performance and Math performance are being validated with "green" and "blue" ratings respectively.
2. The Chronic Absenteeism rate and Suspension rate have improved to the "yellow" area of the Dashboard (from "orange" in 2022).

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	1	1

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	Less than 11 Students
20 points above standard	12 points below standard	2 Students
Increased +10.5 points	Maintained -0.6 points	
363 Students	48 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
7 Students	8.2 points below standard	76.4 points below standard
	Increased +6.8 points	Decreased -7.1 points
	172 Students	54 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 2 Students	63.3 points above standard Increased Significantly +42.1 points 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 0.3 points below standard Increased +6.6 points 226 Students	54.6 points above standard Increased Significantly +23.9 points 18 Students	 No Performance Color 0 Students	 Blue 53.1 points above standard Increased +9.6 points 92 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
43.7 points below standard Increased +8.7 points 23 Students	17.2 points above standard Maintained +2.3 points 25 Students	24.1 points above standard Increased +10.5 points 300 Students

Conclusions based on this data:

1. In the area of English Language Arts, students overall increased their performance and all subgroups except Students with Disabilities increased or maintained.
2. Students with Disabilities are performing the most below standard of any subgroup -- 76.4 points below.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	1

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	Less than 11 Students
7.5 points above standard	18.9 points below standard	2 Students
Increased Significantly +18.7 points	Increased +14.9 points	
363 Students	48 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	Orange
7 Students	23.1 points below standard	79.6 points below standard
	Increased Significantly +15.5 points	Maintained +2.3 points
	172 Students	54 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 2 Students	44.6 points above standard Increased Significantly +24.9 points 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 10.8 points below standard Increased Significantly +18 points 226 Students	9.9 points above standard Decreased -14.8 points 18 Students	 No Performance Color 0 Students	 Blue 40.2 points above standard Increased Significantly +20.5 points 92 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
46.5 points below standard Increased Significantly +22.9 points 23 Students	6.4 points above standard Increased Significantly +18.3 points 25 Students	10.3 points above standard Increased Significantly +16.7 points 300 Students

Conclusions based on this data:

1. In the area of Math, students schoolwide improved and all subgroups save Two or More Races (which went down 14.8 points) also improved.
2. Students with Disabilities are the subgroup performing most below standard (79.6 points below).

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
46.6 points above standard making progress towards English language proficiency
Number of EL Students: 58 Students
Performance Level: 3

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.

2023 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
10	21	1	26

Conclusions based on this data:

1. Less than half of English Learners (46.5%) progressed at least one ELPI level or maintained at ELPI Level 4.
2. A notable percentage of English Learners (17.2%) declined one level in English proficiency.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
23.5% Chronically Absent	17.9% Chronically Absent	3 Students
Declined Significantly -3.9	Declined -11.2	
736 Students	95 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
19.2% Chronically Absent	Yellow	Orange
0	27.9% Chronically Absent	23.9% Chronically Absent
26 Students	Declined Significantly -5.6	Declined -16.5
	376 Students	113 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	0% Chronically Absent Declined -5.6 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 26.6% Chronically Absent Declined Significantly -4.9 462 Students	 Red 21.5% Chronically Absent Increased 0.8 65 Students	Less than 11 Students 2 Students	 Yellow 17.8% Chronically Absent Declined -2.3 180 Students

Conclusions based on this data:

1. Students schoolwide and all subgroups except Two or More Races (increased 0.8%) saw their rates of chronic absenteeism decline from 2021-2022.
2. The subgroups with the highest rates of chronic absenteeism are Socioeconomically Disadvantaged students and Hispanic students.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	Less than 11 Students
2.2% suspended at least one day	2.1% suspended at least one day	3 Students
Maintained -0.1	Declined -1.7	
741 Students	97 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
3.6% suspended at least one day	Yellow	Orange
28 Students	2.9% suspended at least one day	4.4% suspended at least one day
	Maintained -0.2	Maintained 0.1
	378 Students	113 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	5.6% suspended at least one day Increased 5.6 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 2.4% suspended at least one day Declined -0.6 466 Students	 Blue 0% suspended at least one day Declined -3.3 65 Students	Less than 11 Students 2 Students	 Orange 2.2% suspended at least one day Increased 1.2 181 Students

Conclusions based on this data:

1. Students schoolwide and all subgroups except White students (suspension rate increased 1.2%) saw their suspension rates decline or maintain.
2. Students with Disabilities (4.4% suspended at least one day) have the highest suspension rate of the subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance: English Language Arts
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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In English/Language Arts, the school has a green rating on the California School Dashboard (20 points above standard, increased 10.5 points). One subgroup is red (Students with Disabilities, 76.4 points below standard, declined 7.1 points), and one subgroup is orange (English Learners, 12 points below standard, maintained - 0.6 points). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. Joe Nightingale has made good progress in E/LA as evidenced by its green Dashboard rating, but it still can work for improvement with the Students with Disabilities and English Learners subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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

Grades 3-6: Results from Spring 2023 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2023 English Language Arts Assessment. 46% Third Grade 57% Fourth Grade 60% Fifth Grade 63% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard on the CAASPP 2023 English Language Arts Assessment. All: 59% By Subgroup SpEd: 23% English Learner: 33% Low SES: 30%	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP English Language Arts Assessment. Grade Level Goals: 51% Third Grade 62% Fourth Grade 65% Fifth Grade 68% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP English Language Arts Assessment. Goals: All: 64% By Subgroup SpEd: 28% English Learner: 38% Low SES: 35%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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	All Students, Title 1 Students, English Learners, Students with disabilities	0 District Funded 1000-1999: Certificated Personnel Salaries TOSA salaries and benefits/District Funded 3,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development Cost of workshops, conferences, consultants, substitutes 20,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental curriculum materials, technology, and STAR reading assessment 0 District Funded 2000-2999: Classified Personnel Salaries Implementation of full-day kindergarten including

	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.)		Instructional Assistants for each kindergarten class
1.2	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.	All Students	0 District Funded None Specified Progress Monitoring Materials/District Funded 0 District Funded 1000-1999: Certificated Personnel Salaries Specials Teachers to provide PLC meeting time/District Funded 2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute teachers to cover SST meetings

	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		
1.3	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.	English Learners, Foster Youth, Low Income, Title I	None Specified None Specified 71,280 Title I 1000-1999: Certificated Personnel Salaries Certificated Hourly Salaries 3,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials for Intervention Program None Specified None Specified 9,775 Title I 3000-3999: Employee Benefits Certificated Hourly Benefits 6,857 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Hourly Benefits
1.7			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Joe Nightingale has been faithful to the actions outlined here. SIPPS reading intervention has gone well. Due to frequent progress monitoring of students in SIPPS, teachers have been able to adjust groups based on student needs. Teachers have used Interim Assessment Blocks (IABs) to discern how students are performing vis a vis the E/LA standards. In April, Joe Nightingale hosted a district event/tour showcasing how the district is applying the science of reading

(phonemic awareness, phonics, fluency, vocabulary, and comprehension) in the early grades. Visitors walked through classrooms in grades TK-2 and the school's SIPPS intervention room and came away very impressed by the progression of reading instruction through the grades.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

Joe Nightingale will continue its work in 2024-2025 with a focus on improving E/LA outcomes for students in the Students with Disabilities and English Learners subgroups. Additionally, Joe Nightingale will benefit from a two professional development days scheduled for August 8-9, 2024. The days will focus on the rationale and protocols associated with Professional Learning Communities, and other topics will include progress monitoring, Tier 1 instruction, academic intervention, and dealing with student behaviors. All teachers will benefit, and newer teachers especially will be boosted by two informative, inspirational PD Days that provide evidence-based strategies and protocols.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance: Mathematics
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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Mathematics, the school has a blue rating on the California School Dashboard (7.5 points below standard, increased 18.6 points). One subgroup is orange (Students with Disabilities, 79.6 points below standard). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. Joe Nightingale is making notable progress in math but will continue to work on improving Math outcomes overall and with the Students with Disabilities subgroup.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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.	Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2024 CAASPP Mathematics Assessment.

	56% Third Grade 62% Fourth Grade 49% Fifth Grade 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%	61% Third Grade 67% Fourth Grade 54% Fifth Grade 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%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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-	All Students, Title 1 Students, Students with Disabilities, English Learners	0 District Funded 1000-1999: Certificated Personnel Salaries TOSA/District funded/Reported under E/LA Goal 6,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development Cost of workshops, conferences, consultants, substitutes None Specified None Specified 3,000 LCFF - Supplemental 4000-4999: Books And Supplies Math Club and Math Super Bowl team supplies. Math incentives. 0 District Funded 2000-2999: Classified Personnel Salaries Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

	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.)		
2.2	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.	All Students	0 District Funded 1000-1999: Certificated Personnel Salaries Specials Teachers to provide time for PLC meetings/district funded 0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for SST meetings. Expenditure Listed on Goal #1
2.3	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.	English Learners, Foster Youth, Low Income, Title I	0 District Funded 4000-4999: Books And Supplies Online Math Programs for Math Intervention and Support/District Funded

	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.		None Specified None Specified 3,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Online Math programs for Math Intervention and Support None Specified None Specified
2.5			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Joe Nightingale has implemented all three actions described here. With the help of the district, teachers have been creating math "focus folders" that use current NWEA math results to place students in leveled groups. The additional during-class time for math intervention (afforded by the change in the elementary master schedule) has been fruitful, as teachers have utilized it for review, reteaching, previewing content, and one-on-one and small-group assistance. At some grade levels, teachers have used assessment results to regroup and share students during math intervention.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

We plan to continue our efforts with math intervention in 2024-2025. Teachers are becoming more skilled at intervening for struggling math students (i.e., sharing students for intervention) and will benefit from a second year of implementation. The district also wants to conduct more progress monitoring relative to math intervention. The district is considering an off-schedule math adoption in 2025-2026 to be preceded by piloting materials during the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Engagement: Chronic Absenteeism
All students will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Chronic Absenteeism, the school has a yellow rating on the California School Dashboard (23.5% chronically absent, declined 3.9%). One subgroup is red (Two or More Races, 21.5% chronically absent), and one subgroup is orange (Students with Disabilities, 23.9% chronically absent). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. While improvement is occurring with attendance in 2023-2024, the school needs to continue its efforts to reduce chronic absenteeism in 2024-2025.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	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.	All Students	5,000 LCFF - Supplemental 4000-4999: Books And Supplies Attendance Incentives
3.2	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 identified as chronically absent	0 District Funded 1000-1999: Certificated Personnel Salaries School Based Counselor works with families and students to improve student attendance. 0 District Funded 2000-2999: Classified Personnel Salaries Bilingual Community Liaison works with families to improve student attendance.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Attendance has been an emphasis throughout the year. The district ran an attendance awareness campaign in September 2023, and the school has been giving incentives and/or recognition for good or improved attendance. The district also has improved its efforts with attendance accountability. All of the district's attendance letters (Truancy Letter 1, Truancy Letter 2, excessive tardiness letter, and 10% or more absenteeism letter) have been rewritten to be more readable and positive. The letters also have been embedded in the Aeries student information system so office assistants can more easily print them out. The school has implemented check-in/check-out and incentive programs for high-need students. Finally, the added community liaison services are enabling more communication with families around attendance. Happily, attendance data is showing that these efforts are making a difference -- chronic absenteeism data is improved at Joe Nightingale.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

We recognize the need to continue to focus on attendance in 2024-2025. While improvement is being seen, attendance still is not approaching pre-COVID levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Supportive Learning Environments/Family Engagement
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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For 2023-2024, students and parents were surveyed about the school climate for this SPSA. The student survey (taken by 147 Joe Nightingale students) showed improvement from the 2022-2023 survey in three areas: "At my school, there is a teacher or other adult who really cares about me" (82% "pretty much true" or "very much true"), "At my school, there is a teacher or other adult who listens to me when I have something to say" (82% "pretty much true" or "very much true") and "At my school, there is a teacher or other adult who is there for me if I have a problem or concern" (81% "pretty much true" or "very much true"). The parent survey (taken by 57 Joe Nightingale parents) showed improvement in all five items, led by "Teachers communicate with parents about what students are expected to learn in class" (92% "pretty much true" or "very much true").

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student and Parent Survey	Results from the October 2023 Parent and student survey: Student survey: There are adults at school who... *really care about them (81%) 82% *notice when they are not there (71%) 81% *listen to them when they have something to say (78%) 82% *are there for them when they have a problem or concern (78%) 81% *believe they will be a success (84%) 82% Parent survey: At my child's school... *school staff communicate with parents about what is happening at the school (81%) 89% *teachers communicate with parents about what students are expected to learn (87%) 91% *parents feel welcome to be involved in the school (78%) 82% *there is someone at school to talk to about a problem or concern (82%) 88% *school staff take parent concerns seriously (73%) 77	Increase by 5% the percentage of students who indicated it was"pretty much true" or "very much true" on the following question on the student survey about caring relationships: Question: There are adults at school who... *notice when they are not there (81%) Goal for October 2024 (86%) Increase by 5% the percentage of parents who indicated they "agree" or "strongly agree" on the following question on the parent survey about caring relationships and communication: Questions: At my child's school... *school staff take parent concerns seriously (77%) Goal for October 2024 (82%)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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.	All Students	0 District Funded 2000-2999: Classified Personnel Salaries Bilingual Community Liaison provides translation for meetings Provide Childcare for after school meetings 0 District Funded 4000-4999: Books And Supplies Social Emotional Curriculum for weekly lessons

4.2	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.	All Students	0 District Funded None Specified Funds for speakers and other expenses associated with the cost of parent education events
4.3			
4.7			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All stated actions were implemented. SEE Learning was launched, and the implementation of monthly lessons has gone well (see narrative for Goal 5 as well). Buddy classes have been arranged by the principal with the goal of fostering more cohesion and connections among students. Engaging games (large Connect Four, checkers, and chess) have been brought out at recess for socialization and fun. A family math night (sponsored by the Julia Robinson Math Festival nonprofit and supported by the district's Educational Services Department) was well received by students, parents, and staff. An additional community liaison was hired so each elementary site could have its own liaison; this has greatly improved support for services for non-English-speaking families. The school's responsiveness to families was validated by the parent survey given in Fall 2023 that showed improvement over Fall 2022 in every area.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

The additional community liaison will remain in 2024-2025; this has proven to be an important addition for non-English-speaking families. The district will expand implementation of SEE Learning in 2024-2025 beyond a monthly lesson. The school and district will continue to explore opportunities for parent/family involvement and engagement. The showcase Joe Nightingale hosted in April 2024 (see narrative for Goal 1) served as a model for bringing parents and community members onto a school site to see the good work of students and teachers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions & Climate: Suspension Rate
All students and student groups will demonstrate a decrease in the rate of suspension from school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Suspension Rate, the school has a yellow rating on the California School Dashboard (2.2% suspended at least one day, maintained - 0.1%). Two subgroups are orange (Students with Disabilities, 4.4% suspended at least one day; and White students, 2.2% suspended at least one day), and one subgroup is yellow (Socioeconomically Disadvantaged, 2.9% suspended at least one day). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. Progress in reducing suspensions has been made in 2023-2024, but Joe Nightingale needs to maintain its efforts to promote positive behavior and reduce suspensions in 2024-2025.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	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.	All Students	30,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Materials and supplies for performances, events, and activities to support extracurricular activities 5,646 LCFF - Supplemental 4000-4999: Books And Supplies Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program
5.2	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.	All Students	0 District Funded 4000-4999: Books And Supplies Social Emotional Curriculum/District Funded 0 District Funded 1000-1999: Certificated Personnel Salaries School Site Counselor/District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Joe Nightingale has implemented all of the actions stated here. The school's implementation of PBIS was reinforced by having "PBIS announcements" included in morning announcements and holding biweekly SPARK Raffles (SPARK is the acronym for the school's matrix of expectations). With help from the district, an MTSS behavior monitoring team was formed at the school; the team met biweekly to monitor the progress of identified students and plan interventions as needed. The implementation of SEE Learning, the district adopted social/emotional learning curriculum, has gone well thanks to support from a district team that offers guidance and support with the monthly lessons. The DARE Program was implemented this year by the California Army National Guard. Sixth graders bonded well with the DARE officer, and a number of families attended a culminating event organized by the National Guard. The school's Friend Mediators Program has continued to be effective at allowing peers to have a role in addressing student conflict.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

In the coming year, we are planning to deepen our collaboration around student behavior. In 2024-2025 a district CARES (Comprehensive Alignment of Resources and Educational Supports) Team will spearhead the district's efforts to promote positive behavior and address/prevent severe behaviors. The site MTSS team will work in concert with the district CARES Team on this important goal. Additionally, all sites will work in 2024-2025 to use EduClimber as a platform for data on office discipline referrals and suspensions; this will enable more effective analysis of "trouble spots" with behaviors.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

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
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$81,055.00

Subtotal of additional federal funds included for this school: $81,055.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF - Supplemental	$87,503.00

Subtotal of state or local funds included for this school: $87,503.00

Total of federal, state, and/or local funds for this school: $168,558.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	81,055	0.00
LCFF - Supplemental	87,503	0.00
Other	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	87,503.00
Title I	81,055.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	73,280.00
2000-2999: Classified Personnel Salaries	0.00
3000-3999: Employee Benefits	16,632.00
4000-4999: Books And Supplies	39,646.00
5000-5999: Services And Other Operating Expenditures	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00

2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	6,857.00
4000-4999: Books And Supplies	LCFF - Supplemental	39,646.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	9,000.00
1000-1999: Certificated Personnel Salaries	Title I	71,280.00
3000-3999: Employee Benefits	Title I	9,775.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	115,912.00
Goal 2	12,000.00
Goal 3	5,000.00
Goal 4	0.00
Goal 5	35,646.00

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 4/25/2024.

Attested:

Principal, Kate McInerney on 4/25/2024

SSC Chairperson, Jesse Freeman on 4/25/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates 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 (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).
F. 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:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. 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.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ralph Dunlap Elementary School	42-69260-6045744	April 24, 2024	May 8, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ralph Dunlap Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

Ralph Dunlap School qualified for Additional Targeted Support and Improvement (ATSI) based on the performance of Students with Disabilities in Suspension Rate, ELA, and Math.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Ralph Dunlap Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Ralph Dunlap School qualified for Additional Targeted Support and Improvement (ATSI) based on the performance of Students with Disabilities in Suspension Rate, ELA, and Math.

Educational Partner Involvement

How, when, and with whom did Ralph Dunlap Elementary 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.
4/24/24 - Met with SSC to review and approve a revised SPSA that includes ATSI planning components as directed by the California Department of Education.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

We are examining equity from the lens of the "dimensions of equity" that are highlighted and explained on the Alliance for Resource Equity website (https://educationresourceequity.org/dimensions-of-equity/). Following are data and comments on five of the dimensions:

School Funding: For the 2023-2024 school year, Ralph Dunlap was allotted $47,480 in LCFF Supplemental funding, down from $48,800 allotted in 2022-2023 (the school does not receive Title 1 funding). The decrease can be attributed to a decline in enrollment. For reference, in 2023-2024, the district's federal allocations were $485,144 in Title 1 funding, $99,482 in Title 2 funding, $124,098 in Title 3 4203 funding, and $7,923 in Title 3 4201 funding. The district identifies some sites for Title 1 allotments based on student need (i.e., the number and percentage of unduplicated students).

Teaching Quality & Diversity: For 2023-2024, Ralph Dunlap has 2 first-year teachers, 5 teachers in years 2-5 of their career, and 15 teachers in year 6 or higher. In 2022-2023, Ralph Dunlap had 1 first-year teacher, 7 teachers in years 2-5, and 13 teachers in year 6 or higher. The school has a balance of newer and more experienced teachers.

Instructional Time & Attention: For 2023-2024, Ralph Dunlap continued to have regular time (four afternoons a week) designated for English/language arts intervention. It also changed its master schedule to allow for 60 minutes per week

of math intervention. The time it affords for academic intervention is aligned with other elementary schools in the district.

Positive & Inviting School Climate: For 2023-2024, students and parents were surveyed about the school climate for this SPSA. The student survey showed improvement in two items: "At my school, there is a teacher or other adult who listens to me when I have something to say" (82% "pretty much true" or "very much true") and "At my school, there is a teacher or other adult who believes that I will be a success" (77% "pretty much true" or "very much true"). The parent survey showed improvement in four of the five items, led by "Parents feel welcome to be involved in the school" (88% "pretty much true" or "very much true").

Student Supports & Intervention: As mentioned earlier, Ralph Dunlap continues to provide substantial time for academic intervention. Its SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) is a research-based intervention that produces notable results. Other supports available include time from a counselor, psychologist, and Board Certified Behavioral Analyst who are assigned to multiple sites.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

RED
English Learner Progress: 39.2% making progress, declined 11.8%

ORANGE
English/Language Arts: 42.5 points below standard, declined 23.4 points
Mathematics: 55 points below standard, declined 6.4 points
Suspension Rate: 4.6% suspended at least one day, increased 2%

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

CHRONIC ABSENTEEISM (All Students = Yellow, 22.0% chronically absent, declined 3.4%)
Red: English Learners (25.8% chronically absent, increased 3.0%); Hispanic students (26.1% chronically absent, maintained - 0.1%)

ENGLISH/LANGUAGE ARTS (All Students = Orange, 42.5 points below standard, declined 23.4 points)
No differential of two or more performance levels

MATHEMATICS (All Students = Orange, 55 points below standard, declined 6.4 points)
No differential of two or more performance levels

SUSPENSION RATE (All Students = Orange, 4.6% suspended at least one day, increased 2%)
No differential of two or more performance levels

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

No other needs identified at this time.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ralph Dunlap Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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
			Total Enrollment	518	469	471

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
Total Enrollment	518	469	471

Conclusions based on this data:

1. Enrollment has held steady from 2022. The expansion of the TK age eligibility window may contribute to increased enrollment in future years.
2. The Hispanic and Asian populations have increased while the White population has decreased. The largest ethnic subgroup now is Hispanic/Latino.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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. (2021-2023)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Analysis of CAASPP ELA results from 2021-2023 shows the largest percentage of students scoring Standard Met or Exceeded 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 (37% Below Standard). In fifth grade, 54.8% of students scored below standard in Writing. Writing needs to be a focus during the 2024-2025 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

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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

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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		16.95	17.65		62.71	47.06		20.34	35.29
Grade 4		8.06	6.58		45.16	56.58		46.77	36.84
Grade 5		11.25	6.94		50.00	34.72		38.75	58.33
Grade 6		9.88	14.67		54.32	53.33		35.80	32.00
All Grades		11.35	11.34		52.84	48.11		35.82	40.55

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		11.86	7.35		67.80	70.59		20.34	22.06
Grade 4		6.45	10.53		51.61	59.21		41.94	30.26
Grade 5		7.50	5.56		55.00	54.17		37.50	40.28
Grade 6		14.81	13.33		69.14	60.00		16.05	26.67
All Grades		10.28	9.28		60.99	60.82		28.72	29.90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Analysis of CAASPP Mathematics results from 2021-2023 shows a notable increase in the percentage of students scoring Standard Exceeded in sixth grade.
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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	*	*	*	*	*	*	*	*	*	*	4	*
1	*	*	*	*	*	*	*	*	*	8	6	7
2	*	*	*	*	*	*	*	*	*	8	10	8
3	*	*	*	*	*	*	*	*	*	6	8	10
4	*	*	*	*	*	*	*	*	*	6	9	9
5	*	*	*	*	*	*	*	*	*	9	6	10
6	*	*	*	*	*	*	*	*	*	*	10	9
All Grades										41	53	55

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	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

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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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
471	**40.6**	**12.5**	**0.6**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	59	12.5
Foster Youth	3	0.6
Homeless	5	1.1
Socioeconomically Disadvantaged	191	40.6
Students with Disabilities	52	11

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.6
American Indian	3	0.6
Asian	12	2.5
Filipino	5	1.1
Hispanic	241	51.2
Two or More Races	29	6.2
White	166	35.2

Conclusions based on this data:

1. The two largest student groups by race/ethnicity are Hispanic (51.2%) and White (35.2%).

2. The percentage of Socioeconomically Disadvantaged students has increased to 40.6%.
3. The percentage of English Learners continues to be 20% or below.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. English Learner Progress (red), E/LA achievement (orange), Math achievement (orange), and Suspension Rate (orange) have emerged as focus areas for the school.
2. Chronic Absenteeism improved to a yellow rating on the Dashboard.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
42.5 points below standard	106.6 points below standard	2 Students
Decreased Significantly -23.4 points	Decreased Significantly -37.6 points	
274 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Red
4 Students	76.8 points below standard	122.8 points below standard
	Decreased Significantly -32.9 points	Decreased Significantly -52.6 points
	114 Students	34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 58.2 points below standard Decreased Significantly -24.4 points 145 Students	3.8 points below standard Decreased -3.7 points 15 Students	 No Performance Color 0 Students	 Orange 23.2 points below standard Decreased Significantly -20 points 94 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
124 points below standard Decreased Significantly -39.5 points 33 Students	Less than 11 Students 10 Students	31.6 points below standard Decreased Significantly -19.5 points 226 Students

Conclusions based on this data:

1. Students schoolwide and all subgroups decreased in ELA performance. The Students with Disabilities subgroup has the lowest performance in ELA (122.8 points below standard), and the subgroup's performance has decreased 52.6 points from the previous year. This is one of the reasons why this subgroup's performance has qualified the school for Additional Targeted Support and Improvement (ATSI)
2. We are not at proficiency levels we seek for all students.
3. English Learners (106.6 points below standard) and low-income students (76.8 points below standard) are two other subgroups that need extra attention. Both subgroups saw their performance decrease by more than 30 points from the previous year.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
55 points below standard	114.7 points below standard	2 Students
Decreased -6.4 points	Decreased Significantly -37 points	
273 Students	42 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
3 Students	87.2 points below standard	131 points below standard
	Decreased -12 points	Decreased Significantly -31.7 points
	113 Students	34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 75.5 points below standard Decreased -7.2 points 145 Students	5.1 points above standard Increased Significantly +29.2 points 15 Students	 No Performance Color 0 Students	 Orange 34.4 points below standard Decreased -3.9 points 93 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
133.5 points below standard Decreased Significantly -36.5 points 32 Students	Less than 11 Students 10 Students	43.7 points below standard Maintained +0.8 points 226 Students

Conclusions based on this data:

1. Students with Disabilities has the lowest subgroup performance (131 points below standard), and the subgroup's performance also decreased by more than 30 points from the previous year. This is one of the reasons why this subgroup's performance has qualified the school for Additional Targeted Support and Improvement (ATSI).
2. English Learners (114.7 points below standard) and Socioeconomically Disadvantaged students (87.2 points below standard) are two other subgroups that need extra attention and assistance.
3. Overall, our students are not at proficient levels we seek in the area of Mathematics.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
39.2 points above standard making progress towards English language proficiency
Number of EL Students: 51 Students
Performance Level: 2

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

2023 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**
15	16	0	20

Conclusions based on this data:

1. Just 39% of English Learners (ELs) progressed at least one ELPI level in 2022-2023. This is notably lower than what is desired and points to a need to focus on English Language Development (ELD).
2. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
22% Chronically Absent	25.8% Chronically Absent	4 Students
Declined Significantly -3.4	Increased 3	
496 Students	62 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Orange
6 Students	29.2% Chronically Absent	33.8% Chronically Absent
	Declined -0.7	Declined -1
	219 Students	65 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 3 Students	7.7% Chronically Absent 0 13 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 26.1% Chronically Absent Maintained -0.1 253 Students	 Orange 26.7% Chronically Absent Declined -0.8 45 Students	 No Performance Color 0 Students	 Yellow 16.1% Chronically Absent Declined Significantly -8.4 174 Students

Conclusions based on this data:

1. Students schoolwide and all subgroups except English Learners (increased 3%) saw their rates of chronic absenteeism decline.
2. The Asian subgroup has the lowest percentage of chronic absenteeism at 7.7%.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	4	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
4.6% suspended at least one day	4.7% suspended at least one day	5 Students
Increased 2	Increased 1.4	
502 Students	64 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
10 Students	4.9% suspended at least one day	18.5% suspended at least one day
	Increased 0.7	Increased 9.6
	225 Students	65 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 3 Students	7.7% suspended at least one day 13 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 5% suspended at least one day Increased 0.3 258 Students	 Orange 4.3% suspended at least one day Increased 4.3 46 Students	 No Performance Color 0 Students	 Red 4% suspended at least one day Increased Significantly 3.5 174 Students

Conclusions based on this data:

1. Students schoolwide and all subgroups saw suspension rates increase in 2022-2023. Students with Disabilities have the highest rate of suspension (18.5% suspended at least one day), and this rate increased 9.6% from the previous year. We can discern why this subgroup has resulted in the school qualifying for Additional Targeted Support and Improvement (ATSI).
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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance: English Language Arts
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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In English/Language Arts, the school has an orange rating on the California School Dashboard (42.5 points below standard, declined 23.4 points). Three subgroups are red (English Learners, 106.6 points below standard; Socioeconomically Disadvantaged students, 76.8 points below standard; and Student with Disabilities, 122.8 points below standard), and two subgroups are orange (Hispanic students, 58.2 points below standard; White students, 23.3 points below standard). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. Ralph Dunlap needs to focus on improving E/LA outcomes overall and on improving outcomes for these subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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–	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).

	80th (HiAvg), and greater than 80th (Hi). 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%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students, Title 1 Students, English Learners, Students with disabilities	0 District Funded 1000-1999: Certificated Personnel Salaries TOSA salaries and benefits/District Funded 1250 LCFF - Supplemental 4000-4999: Books And Supplies supplemental curriculum materials, technology, and STAR reading assessment 0 District Funded 5800: Professional/Consulting Services And Operating Expenditures District provided professional development opportunities 0 District Funded 1000-1999: Certificated Personnel Salaries Teachers will meet during designated PLC time. Support for Lead PLC teachers (Stipend) is provided by using

	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.		the district using LCFF-Supplemental Funds
1.2	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.	All Students	0 District Funded 4000-4999: Books And Supplies Progress Monitoring Materials 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute teachers provided to cover classrooms while teachers attended Student Success team meetings to review/analyze student achievement data. 0 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development opportunities provided to teachers in the areas of ELA achievement and interventions.
1.3	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.	English Learners, Foster Youth, Low Income	33,633 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Hourly Salaries and Benefits 250 LCFF - Supplemental 4000-4999: Books And Supplies Materials for Intervention Program

	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 students.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Ralph Dunlap has been faithful to the three actions outlined here. SIPPS reading intervention has gone well. Due to frequent progress monitoring of students in SIPPS, teachers have been able to adjust groups based on student needs. Teachers have used Interim Assessment Blocks (IABs) to discern how students are performing vis a vis the E/LA standards.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

Ralph Dunlap will continue its work in 2024-2025 with a focus on improving E/LA outcomes for all students and for identified subgroups. Additionally, with several newer teachers on staff (Ralph Dunlap has two first-year teachers and five teachers in years 2-5 of teaching), Ralph Dunlap will benefit from a two professional development days scheduled for August 8-9, 2024. The days will focus on the rationale and protocols associated with Professional Learning Communities, and other topics will include progress monitoring, Tier 1 instruction, academic intervention, and dealing with student behaviors. All teachers will benefit, but newer teachers especially will be buoyed by two days that provide evidence-based strategies and protocols just prior to the opening of the school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance: Mathematics
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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Mathematics, the school has an orange rating on the California School Dashboard (55 points below standard, declined 6.4 points). Two subgroups are red (English Learners, 114.7 points below standard; Student with Disabilities, 131 points below standard), and three subgroups are orange (Hispanic students, 75.5 points below standard; Socioeconomically Disadvantaged students, 87.2 points below standard; and White students, 34.4 points below standard). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. Ralph Dunlap needs to focus on improving Math outcomes overall and for these subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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:	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

	38% Third Grade 26% Fourth Grade 14% Fifth Grade 35% Sixth Grade 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% By Subgroup SpEd: 3.13% English Learner: 5.56% Ever-EL: 12.58% Low SES: 7.69%	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: 43% Third Grade 31% Fourth Grade 19% Fifth Grade 40% Sixth Grade For Grades 3-6: Percentage of students meeting or exceeding standard will increase by 5% as measured by 2023 CAASPP Math Assessment. Goals: All: 37.51% By Subgroup SpEd: 8.13% English Learner: 10.56% Ever-EL: 17.58% Low SES: 12.69%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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	All Students, Students with Disabilities, English Learners	0 District Funded 1000-1999: Certificated Personnel Salaries TOSA/District funded/Reported under E/LA Goal 200 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental curriculum materials and technology 500 LCFF - Supplemental 4000-4999: Books And Supplies Math club and math bowl team supplies. Math incentives. 0 District Funded 2000-2999: Classified Personnel Salaries Implementation of full-day kindergarten including Instructional Assistants for each kindergarten class

	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.		
2.2	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.	All Students	0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Specials Teachers to provide time for PLC meetings/district funded 0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for SST meetings. Expenditure Listed on Goal #1
2.3	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	English Learners, Foster Youth, Low Income	0 District Funded 4000-4999: Books And Supplies On-line Math programs for Math Intervention and Support/District Funded 500

	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.		LCFF - Supplemental 4000-4999: Books And Supplies 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.
2.5			
2.6			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Ralph Dunlap has implemented all three actions described here. With the help of the district, teachers have been creating math "focus folders" that use current NWEA math results to place students in leveled groups. The additional during-class time for math intervention (afforded by the change in the elementary master schedule) has been fruitful, as teachers have utilized it for review, reteaching, previewing content, and one-on-one and small-group assistance. At some grade levels, teachers have used assessment results to regroup and share students during math intervention.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

We plan to continue our efforts with math intervention in 2024-2025. Teachers are becoming more skilled at intervening for struggling math students (i.e., sharing students for intervention) and will benefit from a second year of implementation. The district also wants to conduct more progress monitoring relative to math intervention. The district is considering an off-schedule math adoption in 2025-2026 to be preceded by piloting materials during the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Engagement: Chronic Absenteeism
All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Chronic Absenteeism, the school has a yellow rating on the California School Dashboard (22% chronically absent, declined 3.4%). Two subgroups are red (English Learners, 25.8% chronically absent; and Hispanic students, 26.1% chronically absent), three subgroups are orange (Two or More Races, 26.7% chronically absent; Socioeconomically Disadvantaged, 29.2% chronically absent; and Students with Disabilities, 33.8% chronically absent), and one group is yellow (White students, 16.1% chronically absent). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. While improvement is occurring with attendance in 2023-2024, the school needs to continue its efforts to reduce chronic absenteeism in 2024-2025.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students	250 LCFF - Supplemental 4000-4999: Books And Supplies Attendance incentives
3.2	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 identified as chronically absent	0 District Funded 1000-1999: Certificated Personnel Salaries School Based Counselor works with families and students to improve student attendance. 0 District Funded 2000-2999: Classified Personnel Salaries Bilingual Community Liaison works with families to improve student attendance.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Attendance has been an emphasis throughout the year. The district ran an attendance awareness campaign in September 2023, and the school has been giving incentives and/or recognition for good or improved attendance. The

district also has improved its efforts with attendance accountability. All of the district's attendance letters (Truancy Letter 1, Truancy Letter 2, excessive tardiness letter, and 10% or more absenteeism letter) have been rewritten to be more readable and positive. The letters also have been embedded in the Aeries student information system so office assistants can more easily print them out. The school has implemented check-in/check-out and incentive programs for high-need students. Finally, added community liaison services are enabling more communication with non-English-speaking families around attendance. Happily, attendance data is showing that these efforts are making a difference -- chronic absenteeism data is improved at Ralph Dunlap.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

We recognize the need to continue to focus on attendance in 2024-2025. While improvement is being seen, attendance still is not approaching pre-COVID levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Supportive Learning Environments/Family Engagement
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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For 2023-2024, students and parents were surveyed about the school climate for this SPSA. The student survey (taken by 113 Ralph Dunlap students) showed improvement from the 2022-2023 survey in two areas: "At my school, there is a teacher or other adult who listens to me when I have something to say" (82% "pretty much true" or "very much true") and "At my school, there is a teacher or other adult who believes that I will be a success" (77% "pretty much true" or "very much true"). The parent survey (taken by 134 Ralph Dunlap parents) showed improvement in four of the five items, led by "Parents feel welcome to be involved in the school" (88% "pretty much true" or "very much true").

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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% 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.	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%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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	All Students	0 District Funded 5000-5999: Services And Other Operating Expenditures Information will be distributed via email, Parent Square, and in teacher/school presentations to parents. 0 District Funded 4000-4999: Books And Supplies

	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.		Social Emotional Curriculum for weekly lessons (SEE Learning) 0 District Funded 2000-2999: Classified Personnel Salaries Bilingual Community Liaisons will be available to provide interpretation for meetings and parent/family outreach.
4.2	B. Involve Parents in Planning and Decision Making Through involvement in 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.	All Students	0 District Funded 5000-5999: Services And Other Operating Expenditures Effective communication tools to increase parent involvement, including but not limited to Parent Square. 0 District Funded 2000-2999: Classified Personnel Salaries Bilingual Community Liaison to assist with interpretation, parent phone calls, and meetings. 0 District Funded 2000-2999: Classified Personnel Salaries Child Care for Title 1/SSC/ELAC Meetings
4.3	C. Support for Families The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, and/or online (website and social media) posts. The district will provide a range of parent education offerings via a variety of platfoms including virtual and in-person meetings.	All Parents	0 District Funded 5800: Professional/Consulting Services And Operating Expenditures Funds for speaker and other expenses associated with the cost of parent education events.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All stated actions were implemented. SEE Learning was launched, and the implementation of monthly lessons has gone well (see narrative for Goal 5 as well). A family math night (sponsored by the Julia Robinson Math Festival nonprofit and supported by the school PTA and district Educational Services Department) was well received by students, parents, and staff. An additional community liaison was hired so each elementary site could have its own liaison; this has greatly

improved support for services for non-English-speaking families. The school's responsiveness to families was validated by the parent survey given in Fall 2023 that showed improvement over Fall 2022 in four of the five items.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

The additional community liaison will remain in 2024-2025; this has proven to be an important addition for non-English-speaking families. The district will expand implementation of SEE Learning in 2024-2025 beyond a monthly lesson. The school and district will continue to explore opportunities for parent/family involvement and engagement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions & Climate: Suspension Rate
All students and student groups will demonstrate a decrease in the rate of suspension from school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Suspension Rate, the school has an orange rating on the California School Dashboard (4.6% suspended at least one day, increased 2.0%). Two subgroups are red (Students with Disabilities, 18.5% suspended at least one day; and White students, 4.0% suspended at least one day), and four subgroups are orange (English Learners, 4.7% suspended at least one day; Hispanic students, 5.0% suspended at least one day; Two or More Races, 4.3% suspended at least one day; and Socioeconomically Disadvantaged, 4.9% suspended at least one day). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. Progress in reducing suspensions has been made in 2023-2024, but Ralph Dunlap needs to maintain its efforts to promote positive behavior and reduce suspensions in 2024-2025.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	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.	All Students	500 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Materials and supplies for performances, events, and activities to support extracurricular activities 500 LCFF - Supplemental 4000-4999: Books And Supplies Materials for Implementation of PBIS Incentives for PBIS behavioral expectation program
5.2	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.	All Students	0 District Funded 1000-1999: Certificated Personnel Salaries Counseling services (Tier 1 - Counseling with a school based PPS credentialed counselor) 0 District Funded 1000-1999: Certificated Personnel Salaries Counseling Services (Tier 1 - Counseling with School Psychologist) 0 District Funded 1000-1999: Certificated Personnel Salaries Consultation and support from District Behavior Specialist (For general education and special education students displaying Tier 2 and Tier 3 level behaviors)

			0 District Funded 4000-4999: Books And Supplies Social Emotional Curriculum/District Funded
5.3	C. Health Education Incorporate Health Education into curriculum (Too Good for Drugs, DARE, Child Safe, Growth and Development). Hold health screenings (vision and hearing). Incorporate extracurricular clubs and activites to promote student inclusivity and connectedness	All Students	0 District Funded 4000-4999: Books And Supplies Character and Health education 500 LCFF - Supplemental 4000-4999: Books And Supplies Provide extracurricular clubs and activities to promote student inclusivity and connectedness
5.4	D. Education in Digital Citizenship Provide ongoing lessons in digital citizenship.	All Students	0 District Funded 4000-4999: Books And Supplies Digital Citizenship lessons provided throughout the year from CommonSenseMedia.org.
5.5	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.	All Students	0 District Funded 4000-4999: Books And Supplies Radios, walkie-talkies, PBIS major and minor forms, and other communication devices/supplies to be utilized for safety and student supervision.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Ralph Dunlap implemented all of the actions stated here. The school's implementation of PBIS was reinforced by having "PBIS announcements" included in morning announcements and holding weekly WAVE Raffles (WAVE is the acronym for the school's matrix of expectations). Buddy classes have been formed to foster more cohesion and connections among students. With help from the district, an MTSS behavior monitoring team was formed at the school; the team met biweekly to monitor the progress of identified students and plan interventions as needed. The implementation of SEE Learning, the district adopted social/emotional learning curriculum, has gone well thanks to support from a district team that offers guidance and support with the monthly lessons. The DARE Program was implemented this year by the California Army National Guard. Sixth graders bonded well with the DARE officer, and a number of families attended a culminating event organized by the National Guard. The principal has begun utilizing peer mediation to address student conflict.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

In the coming year, we are planning to deepen our collaboration around student behavior. In 2024-2025 a district CARES (Comprehensive Alignment of Resources and Educational Supports) Team will spearhead the district's efforts to promote positive behavior and address/prevent severe behaviors. The site MTSS team will work in concert with the district CARES Team on this important goal. Additionally, all sites will work in 2024-2025 to use EduClimber as a platform for data on office discipline referrals and suspensions; this will enable more effective analysis of "trouble spots" with behaviors.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

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
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF - Supplemental	$38,083.00
Site Formula Funds	$500.00

Subtotal of state or local funds included for this school: $38,583.00

Total of federal, state, and/or local funds for this school: $38,583.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School 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

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,633.00
Goal 2	1,200.00
Goal 3	250.00
Goal 4	0.00
Goal 5	1,500.00

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 4/24/2024.

Attested:

Principal, Jonathan Dollahite on 4/24/2024

SSC Chairperson, Juan Perez on 4/24/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates 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 (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).
F. 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:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. 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.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeview Junior High School	42-69260-6045751	April 25, 2024	May 8, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lakeview Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

Lakeview Junior High School qualified for Additional Targeted Support and Improvement (ATSI) based on the performance of Students with Disabilities in Suspension Rate, ELA, and Math.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Lakeview Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Lakeview Junior High School qualified for Additional Targeted Support and Improvement (ATSI) based on the performance of Students with Disabilities in Suspension Rate, ELA, and Math.

Educational Partner Involvement

How, when, and with whom did Lakeview Junior High 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.

On April 25, 2024, the SSC met to review and approve a revised SPSA that includes ATSI planning components as directed by the California Department of Education. .

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

We are examining equity from the lens of the "dimensions of equity" that are highlighted and explained on the Alliance for Resource Equity website (https://educationresourceequity.org/dimensions-of-equity/). Following are data and comments on five of the dimensions:

School Funding: For the 2023-2024 school year, Lakeview was allotted $29.626.50 in Title 1 funding and $53,955 in LCFF Supplemental funding for a total of $83,581.50. This was an increase from the $77,760.40 allotted in 2022-2023 ($24,080.40 in Title 1 funding and $53,680 in LCFF funding). For reference, in 2023-2024, the district's federal allocations were $485,144 in Title 1 funding, $99,482 in Title 2 funding, $124,098 in Title 3 4203 funding, and $7,923 in Title 3 4201 funding. The district identifies some sites for Title 1 allotments based on student need.

Teaching Quality & Diversity: For 2023-2024, Lakeview has 5 teachers in years 2-5 of their career along with 17 teachers in year 6 or higher. In 2022-2023, Lakeview had 3 first-year teachers, 2 teachers in years 2-5, and 17 teachers in year 6 or higher. The school has a relatively veteran staff.

Instructional Time & Attention: For 2023-2024, Lakeview continued to provide a half-hour per day, four days a week, of "SEO" (Student Enrichment Opportunities) time for targeted intervention and enrichment. This has proven to be a vital venue for Tier 2 academic support for students.

Positive & Inviting School Climate: For 2023-2024, students and parents were surveyed about the school climate for this SPSA. The student survey showed improvement in two items: "At my school, there is a teacher or other adult who is there for me if I have a problem or concern" (75% "pretty much true" or "very much true") and "At my school, there is a teacher or other adult who believes that I will be a success" (77% "pretty much true" or "very much true"). The parent survey showed improvement in all five items, led by "Parents feel welcome to be involved in the school" (85% "pretty much true" or "very much true").

Student Supports & Intervention: As mentioned earlier, Lakeview continues to provide substantial time four days a week for academic intervention. Other supports available include a full-time counselor, a psychologist assigned to multiple sites, a community navigator who can help families of students with intensive mental health needs access local care, and a Board Certified Behavioral Analyst assigned to multiple sites.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

RED
Suspension Rate: 13.9% suspended at least one day, maintained - 0.2%

ORANGE
English Learner Progress: 51.4% making progress, declined 11.7%
English/Language Arts: 25.3 points below standard, declined 27.1 points
Mathematics: 60.3 points below standard, declined 5.8 points

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

CHRONIC ABSENTEEISM (All Students = Yellow, 25.7% chronically absent, declined 3.1%)
Red: English Learners (29.2% chronically absent, increased 0.9%); White students (31.4% chronically absent, increased 5.8%)

ENGLISH/LANGUAGE ARTS (All Students = Orange, 25.3 points below standard, declined 27.1 points)
No differential of two or more performance levels

MATHEMATICS (All Students = Orange, 60.3 points below standard, declined 5.8 points)
No differential of two or more performance levels

SUSPENSION RATE (All Students = Red, 13.9% suspended at least one day, maintained - 0.2%)
No differential of two or more performance levels

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

No other needs identified at this time.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeview Junior High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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
			Total Enrollment	492	469	442

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	261	224	208
Grade 8	231	245	234
Total Enrollment	492	469	442

Conclusions based on this data:

1. Total student enrollment declined from 2020-2021 to 2022-2023 by 50 students.
2. Hispanic/Latino subgroup enrollments have increased.
3. Enrollment in the White subgroup has remained relatively stable.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Within overall English/Language Arts scores, the percentage of seventh graders who exceeded standard rose by 1.24% Meanwhile, the percentage of eighth graders who exceeded standard declined by approximately 1%.
2. The percentage of students who are nearly met standard is substantial: 26-29%. This is a group to focus on as Lakeview works to increase student achievement in E/LA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

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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

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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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The overall percentage of seventh and eighth graders not meeting standard in Mathematics rose to approximately76% and 72% respectively.
2. The percentages of students who "nearly met" standard -- 36% of seventh graders and 30% of eighth graders in 2023 -- shows Lakeview has a sizeable number of students who are close to proficiency.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
442	**46.8**	**10.2**	**0.7**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	45	10.2
Foster Youth	3	0.7
Homeless	14	3.2
Socioeconomically Disadvantaged	207	46.8
Students with Disabilities	51	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.4
American Indian	2	0.5
Asian	5	1.1
Filipino	3	0.7
Hispanic	298	67.4
Two or More Races	21	4.8
Pacific Islander	2	0.5
White	100	22.6

Conclusions based on this data:

1. The total number of students at Lakeview continues to decline.
2. Lakeview has seen a steady increase in students qualifying as Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Suspension Rate (red), E/LA achievement (orange), Math achievement (orange), and English Learner Progress (orange) are the highest priorities for school improvement and planning.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
25.3 points below standard	60.7 points below standard	4 Students
Decreased Significantly -27.1 points	Decreased Significantly -38.7 points	
414 Students	79 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
99.5 points below standard	Orange	Red
11 Students	37.9 points below standard	131.4 points below standard
	Decreased Significantly -20.8 points	Decreased Significantly -34.8 points
	197 Students	45 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 31.4 points below standard Decreased Significantly -20.1 points 281 Students	24.3 points below standard Decreased Significantly -32.7 points 20 Students	Less than 11 Students 2 Students	 Orange 5.6 points below standard Decreased Significantly -36.2 points 93 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.5 points below standard Decreased Significantly -33.2 points 32 Students	24.8 points below standard Decreased Significantly -37.4 points 47 Students	23.5 points below standard Decreased Significantly -30.1 points 298 Students

Conclusions based on this data:

1. In the area of English Language Arts, achievement declined for all statistically significant subgroups.
2. Students with Disabilities are performing at a level notably below other subgroups.
3. Lakeview can improve indicator ratings on the Dashboard simply through improved achievement schoolwide and by subgroup.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
60.3 points below standard	115.7 points below standard	3 Students
Decreased -5.8 points	Decreased Significantly -43.2 points	
406 Students	79 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
141 points below standard	Orange	Red
11 Students	82.6 points below standard	176.7 points below standard
	Maintained -1.6 points	Decreased Significantly -26.4 points
	193 Students	45 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 71.7 points below standard Decreased -5.8 points 275 Students	50.3 points below standard Decreased Significantly -24.8 points 20 Students	Less than 11 Students 2 Students	 Yellow 29.4 points below standard Increased +7.6 points 91 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
170.2 points below standard Decreased Significantly -38.7 points 32 Students	78.6 points below standard Decreased Significantly -41 points 47 Students	52 points below standard Maintained -0.4 points 290 Students

Conclusions based on this data:

1. In the area of Mathematics, most subgroups saw their performance decline. White students' performance increased, and Socioeconomically Disadvantaged students maintained at a similar level.
2. Students with Disabilities are performing at a level notably below other subgroups.
3. Lakeview can improve indicator ratings on the Dashboard simply through improved achievement schoolwide and by subgroup.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
51.4 points above standard making progress towards English language proficiency
Number of EL Students: 35 Students
Performance Level: 3

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.

2023 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
5	12	1	17

Conclusions based on this data:

1. A majority of English Learners (51.4%) maintained at Level 4 or progressed at least one level.
2. Approximately 14.3% 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
25.7% Chronically Absent	29.2% Chronically Absent	9 Students
Declined Significantly -3.1	Increased 0.9	
456 Students	48 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
50% Chronically Absent	Yellow	Orange
0	32.6% Chronically Absent	34% Chronically Absent
16 Students	Declined Significantly -8.7	Declined -4.8
	227 Students	53 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 25.1% Chronically Absent Declined Significantly -5.4 307 Students	25% Chronically Absent Declined -3.2 28 Students	Less than 11 Students 2 Students	 Red 31.4% Chronically Absent Increased 5.8 102 Students

Conclusions based on this data:

1. Students schoolwide declined in chronic absenteeism.
2. Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students saw their rates of chronic absenteeism decline.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	Less than 11 Students
13.9% suspended at least one day	24% suspended at least one day	10 Students
Maintained -0.2	Declined -1.5	
468 Students	50 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
17.6% suspended at least one day	Red	Red
17 Students	17.9% suspended at least one day	25.5% suspended at least one day
	Increased 3.2	Increased 3.9
	235 Students	55 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 12.9% suspended at least one day Declined -2.6 317 Students	10.7% suspended at least one day Declined -4.7 28 Students	Less than 11 Students 2 Students	 Red 16.3% suspended at least one day Increased 6.3 104 Students

Conclusions based on this data:

1. Lakeview has a relatively high suspension rate overall (13.9%), and Students with Disabilities (25.5%), English Learners (24.0%), and Socioeconomically Disadvantaged (17.9%) are subgroups with notably high suspension rates. Students with Disabilities' suspension rate is one of the reasons why the school has qualified for Additional Targeted Support and Improvement (ATSI).
2. All Students, Socioeconomically Disadvantaged, Students with Disabilities, and White students have red ratings on the California School Dashboard. These groups all merit attention and improvement efforts.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance: English Language Arts
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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In English/Language Arts, the school has an orange rating on the California School Dashboard (25.3 points below standard, declined 27.1 points). One subgroup is red (Students with Disabilities, 131.4 points below standard), and four subgroups are orange (English Learners, 60.7 points below standard; Hispanic students, 31.4 points below standard; Socioeconomically Disadvantaged students, 37.9 points below standard; and White students, 5.6 points below standard). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. Lakeview needs to continue to focus on E/LA achievement due to its Dashboard ratings schoolwide and for subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	0 District Funded None Specified 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.
1.2	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.	All Students	5,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences and workshops.
1.3	Continue a four-days-per-week intervention period targeting reading intervention for students performing below grade level.	All Students	5000 LCFF - Supplemental 4000-4999: Books And Supplies Software for ELA intervention and support including Newsela software licenses and training 5000 Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Reading/ELA Intervention materials and technology to support intervention classes 4 days/week.
1.4	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.	All Students	2,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Homework Club will be overseen by a credentialed teacher after school, 3 days per week.

1.5	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.	All Students	0 District Funded 1000-1999: Certificated Personnel Salaries Increase opportunities provided for identified students with academic needs.
1.10			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Lakeview has implemented the actions outlined here. The SEO period has been a vital venue for targeted reading intervention. The Homework Club, offered three days a week with a credentialed teacher, has helped students with English homework and classwork. The English Department meets weekly as a PLC to review student progress and plan interventions and other next steps.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

Lakeview will continue its work in 2024-2025 with a focus on improving E/LA outcomes for students schoolwide and identified subgroups. An important step for the Students with Disabilities subgroup will be the implementation of a Co-Taught English course. The course will be team taught by general education and Special Education teachers and will give participating Special Education students full access to grade-level E/LA curriculum and appropriate support. With full access to grade-level standards-based instruction, students with disabilities have a better chance to reach proficiency in CAASPP testing. Additionally, Lakeview will benefit from a two professional development days scheduled for August 8-9, 2024. The days will focus on the rationale and protocols associated with Professional Learning Communities, and other topics will include progress monitoring, Tier 1 instruction, academic intervention, and dealing with student behaviors. All teachers will benefit, but newer teachers especially will be boosted by two informative, inspirational PD Days that provide evidence-based strategies and protocols.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions and Climate: Suspension Rate
All students and student groups will demonstrate a decrease in the rate of suspension from school

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Suspension Rate, Lakeview has a red rating on the California School Dashboard (13.9% suspended at least one day, maintained - 0.2%). Three subgroups are red (Socioeconomically Disadvantaged, 17.9% suspended at least one day; Students with Disabilities, 25.5% suspended at least one day; and White students, 16.3% suspended at least one day), and two subgroups are orange (English Learners, 24.0% suspended at least one day; and Hispanic students, 12.9% suspended at least one day). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. Progress in reducing suspensions has been made in 2023-2024, but Lakeview needs to maintain its efforts to promote positive behavior and reduce suspensions in 2024-2025.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	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.	All students	1,000 LCFF - Supplemental 4000-4999: Books And Supplies Assemblies, rewards, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly.
2.2	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.	All Students	3,000 LCFF - Supplemental 4000-4999: Books And Supplies Incentives and instructional materials for PBIS implementation
2.3	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.	All Students	3,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Restorative Detention will be run after school two times a week to provide consequences for inappropriate student behavior and avoid suspension.
2.8			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Lakeview has implemented the actions outlined here. PBIS has been a platform for providing explicit instruction on behavioral expectations and incentivizing positive behavior. School administrators and teachers are using a progressive discipline system that includes detentions and campus community service as consequences prior to suspension. Student supervision has been a priority, as staff are diligent about both in-person supervision and monitoring camera feeds to prevent issues. The school also has invested time and attention into programs that build student connectedness with peers and their school (see narrative for Goal 4).

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

In the coming year, we are planning to deepen our collaboration around student behavior. In 2024-2025 a district CARES (Comprehensive Alignment of Resources and Educational Supports) Team will spearhead the district's efforts to promote positive behavior and address/prevent severe behaviors. A site MTSS team will work in concert with the district CARES Team on this important goal. Additionally, all sites will work in 2024-2025 to use EduClimber as a platform for data on office discipline referrals and suspensions; this will enable more effective analysis of "trouble spots" with behaviors.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance: Mathematics
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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Mathematics, the school has an orange rating on the California School Dashboard (60.3 points below standard, declined 5.8 points). Two subgroups are red (English Learners, 115.7 points below standard; and Students with Disabilities, 176.7 points below standard), and two subgroups are orange (Hispanic students, 71.7 points below standard; and Socioeconomically Disadvantaged students, 82.6 points below standard). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. Lakeview needs to focus on improving Math outcomes overall and for these subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students	0 District Funded None Specified This will occur during weekly late start PLC time as well as the staff development days.
3.2	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.	All Students	5,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations 5,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials to support concepts learned through professional development, workshops and observations of exemplary programs
3.3	Increased educational opportunities will be provided: After school math tutoring with one of our certificated teachers during Homework Club throughout the school year.	All Students	3,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Homework Club will be overseen by a credentialed teacher after school, 3 days per week.
3.4	Continue implementation of Zearn and IXL online programs for math intervention during the school day.	All Students	5,000 Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Software licenses and technology to aid math instruction and intervention

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Lakeview has implemented the actions outlined here. The SEO period has been a vital venue for targeted math intervention, as teachers have time for review, reteaching, previewing, and one-on-one or small group tutoring. The Homework Club, offered three days a week with a credentialed teacher, has helped students with Math homework and classwork. The English Department meets weekly as a PLC to review student progress and collaborate on interventions and other next steps. Elizabeth Hammonds, a district math consultant with expertise in the district adopted College Preparatory Mathematics (CPM) Program, has helped teachers with pacing and best practices for instruction.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

We plan to continue our efforts with math in 2024-2025. Teachers are becoming more skilled at intervening for struggling math students in the classroom and in SEOs. An important step for the Students with Disabilities subgroup will be the implementation of a Co-Taught Math course. The course will be team taught by general education and Special Education teachers and will give participating Special Education students full access to grade-level mathematics curriculum and appropriate support. With this access to rigorous, standards-based instruction, students with disabilities have a better opportunity to reach proficiency in CAASPP testing. Finally, the district also is considering an off-schedule math adoption in 2025-2026 to be preceded by piloting materials during the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Supportive Learning Environments
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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For 2023-2024, students and parents were surveyed about the school climate for this SPSA. The student survey (taken by 284 Lakeview students) showed improvement from the 2022-2023 survey in two areas: "At my school, there is a teacher or other adult who is there for me if I have a problem or concern" (75% "pretty much true" or "very much true") and "At my school, there is a teacher or other adult who believes that I will be a success" (77% "pretty much true" or "very much true"). The parent survey (taken by 47 Lakeview parents) showed improvement in all five items, led by "Parents feel welcome to be involved in the school" (85% "pretty much true" or "very much true") and "Teachers communicate with parents about what students are expected to learn in class" (79% "pretty much true" or "very much true").

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Survey Parent Survey	October 2022 - Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school. The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (75%), notice when they are not there (70%), listen to them when they have something to say (76%), are there for them when they have a problem or concern (77%), and believe they will be a success (69%). The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the principal and school staff communicate with parents about what is happening at school (67%), teachers communicate with parents about what students about what students are expected to learn in 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%).	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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.	All Students	
4.2	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.	All Students	0 District Funded None Specified District provided parent education nights

	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.		
4.3	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.	All Students	0 District Funded 1000-1999: Certificated Personnel Salaries Trojan Trek is a pre-school orientation day.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All stated actions were implemented. SEE Learning was launched as the district's social/emotional learning curriculum, and the implementation of monthly lessons has been supported by a district team. For students with significant mental health needs, the school has benefited from access to a community navigator who can assist families in accessing community care and services. The community navigator is a Santa Barbara County Education Office employee but collaborates closely with Lakeview staff around students with mental health issues. To support Mixtec students and families (Lakeview has gained some newcomer students whose language is Mixteco), the district hired an interpreter who speaks the language. The interpreter has supported these students and developed a rapport with their parents. Lakeview has continued to provide activities to foster cohesion and connectedness among students. As an example, in 2022-2023 it added a soccer program as a springtime outlet for students. The new sport has been very well received, and Lakeview even won the girls' championship of the local junior high school soccer league in 2023. The school's responsiveness to families was validated by the parent survey given in Fall 2023 that showed improvement over Fall 2022 in every area.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

In 2024-2025 the district will expand implementation of SEE Learning beyond a monthly lesson. The school and district will continue to explore opportunities for parent/family involvement and engagement. Lakeview has opted to integrate its annual Open House (scheduled for May 30, 2024) with its annual information night for incoming sixth graders and their parents; this is one way to help new families to feel a part of the larger Lakeview Trojan Family from the outset!

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Engagement: Student Attendance and Chronic Absenteeism
All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Chronic Absenteeism, the school has a yellow rating on the California School Dashboard (25.7% chronically absent, declined 3.1%). Two subgroups are red (English Learners, 29.2% chronically absent; and White students, 31.4% chronically absent), and one subgroup is orange (Students with Disabilities, 34.0% chronically absent). The district is in Differentiated Assistance for the performance of its Foster Youth and Students with Disabilities subgroups, and the district also is in Compliance Improvement Monitoring (CIM) for Students with Disabilities. While improvement is occurring with attendance in 2023-2024, the school needs to continue its efforts to reduce chronic absenteeism in 2024-2025.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Continue to provide incentives for students who demonstrate good attendance. These incentives can include coupons and front of the line	All students	750 LCFF - Supplemental 4000-4999: Books And Supplies

	"giveaways" to students on college T-shirt day as well as other recognition.		Provide certificates, lunch celebration, and incentives
5.2	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 identified as chronically absent	0 District Funded None Specified Santa Barbara County School Attendance Review Board
5.3	Provide support services through counseling for students in need	Students identified as chronically absent	0 District Funded None Specified Counselor for Lakeview
5.4	Encourage students to be on time for school. Provide opportunities to remedy behavior through campus beautification at lunch.	Students identified as chronically tardy	0 None Specified None Specified Provide lunchtime campus cleanup activities for students who are tardy 0 None Specified 1000-1999: Certificated Personnel Salaries Admin contact/counseling with families of students with excessive tardies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Attendance has been an emphasis throughout the year. The district ran an attendance awareness campaign in September 2023, and the school has been giving incentives and/or recognition for good or improved attendance. The district also has improved its efforts with attendance accountability. All of the district's attendance letters (Truancy Letter 1, Truancy Letter 2, excessive tardiness letter, and 10% or more absenteeism letter) have been rewritten to be more readable and positive. The letters also have been embedded in the Aeries student information system so office assistants can more easily print them out. The school has engaged in personal outreach to high-need students and their families. Finally, the school Wellness Center, where the school's full-time counselor is based along with a psychologist and community navigator who work at multiple sites, has continued to be a place where students can access support. Happily, attendance data is showing that these efforts are making a difference -- chronic absenteeism data is improved at Lakeview.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences.

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

We recognize the need to continue to focus on attendance in 2024-2025. While improvement is being seen, attendance still is not approaching pre-COVID levels.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

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
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Targeted Assistance Program	$10,000.00

Subtotal of additional federal funds included for this school: $10,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF - Supplemental	$33,250.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $33,250.00

Total of federal, state, and/or local funds for this school: $43,250.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School 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

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,500.00
Goal 2	7,000.00
Goal 3	18,000.00
Goal 4	0.00
Goal 5	750.00

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 4/25/2024.

Attested:

Principal, Kelly Osborne on 4/25/2024

SSC Chairperson, Karen Ebner on 4/25/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates 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 (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).
F. 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:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. 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.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: Revision to Board Policy 0450 – Comprehensive Safety Plan

BACKGROUND: As per guidance from the California School Boards Association, we are revising Board Policy 0450 on comprehensive safety plans to reference a new law, SB 323 (2023), that does the following:

- Authorizes a school employee, parent/guardian, or student to bring to the school principal concerns about an individual student's ability to access district emergency procedures described in the comprehensive safety plan; and
- Requires comprehensive safety plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revisions to Board Policy 0450 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and ~~emphasizes~~ high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed ~~by district administrators~~ by the Superintendent or designee.in accordance with Education Code 32281. In developing such strategies ~~district administrators,~~ the Superintendent or designee shall consult with law enforcement officials and with ~~a~~ representative(s) of an employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code ~~32289.5~~ 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Legal Reference:
~~State Description~~
~~5 CCR 11987-11987.7 School Community Violence Prevention Program requirements~~
~~5 CCR 11992-11993 Definition; persistently dangerous schools~~
~~CA Constitution Article 1, Section 28 Right to Safe Schools~~
~~Ed. Code 200-262.4 Prohibition of discrimination~~
~~Ed. Code 32260-32262 Interagency School Safety Demonstration Act of 1985~~
~~Ed. Code 32270 School safety cadre~~
~~Ed. Code 32280-32289.5 School safety plans~~
~~Ed. Code 32290 Safety devices~~
~~Ed. Code 35147 School site councils and advisory committees~~
~~Ed. Code 35183 School dress code; uniforms~~
~~Ed. Code 35266 Reporting of cyber attacks~~
~~Ed. Code 35291 Rules~~
~~Ed. Code 35291.5 School-adopted discipline rules~~
~~Ed. Code 41020 Requirement for annual audit~~
~~Ed. Code 48900-48927 Suspension and expulsion~~
~~Ed. Code 48950 Speech and other communication~~
~~Ed. Code 48980 Parent/Guardian notifications~~
~~Ed. Code 49079 Notification to teacher; student act constituting grounds for suspension or expulsion~~
~~Ed. Code 49390-49395 Homicide threats~~
~~Ed. Code 67381 Availability of information regarding crimes~~
~~Gov. Code 11549.3 Independent security assessment~~
~~Gov. Code 54957 Closed session meetings for threats to security~~
~~Pen. Code 11164-11174.3 Child Abuse and Neglect Reporting Act~~
~~Pen. Code 422.55 Definition of hate crime~~
~~Pen. Code 626.8 Disruptions~~
~~Federal Description~~
~~20 USC 7111-7122 Student support and academic enrichment grants~~
~~20 USC 7912 Transfers from persistently dangerous schools~~
~~42 USC 12101-12213 Americans with Disabilities Act~~
~~6 USC 665k Federal Clearinghouse on School Safety Evidence-Based Practices~~

~~Management Resources — Description~~
~~CSBA Publication Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010~~
~~CSBA Publication Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010~~
~~CSBA Publication Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender Nonconforming Students, Policy Brief, February 2014~~
~~CSBA Publication Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011~~
~~CSBA Publication Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017~~
~~Federal Bureau of Investigation Publication Uniform Crime Reporting Handbook, 2004~~
~~U.S. DOE Publication Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007~~
~~U.S. Secret Service & DOE Publication Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004~~
~~Website California Military Department~~
~~Website California Department of Technology, Independent Security Assessment~~
~~Website U.S. Department of Homeland Security, Fusion Centers~~
~~Website California State Threat Assessment System~~
~~Website CSBA District and County Office of Education Legal Services~~
~~Website U.S. Secret Service, National Threat Assessment Center~~
~~Website Centers for Disease Control and Prevention~~
~~Website Federal Bureau of Investigation~~
~~Website National Center for Crisis Management~~
~~Website National School Safety Center~~
~~Website California Department of Education, Safe Schools~~
~~Website California Governor's Office of Emergency Services~~
~~Website California Healthy Kids Survey~~
~~Website U.S. Department of Education~~
State
5 CCR 11987-11987.7: School Community Violence Prevention Program requirements
5 CCR 11992-11993: Persistently dangerous schools; definition CA Constitution Article 1, Section 28 Right to Safe Schools
Ed. Code 200-262.4: Prohibition of discrimination
Ed. Code 32260-32262: Interagency School Safety Demonstration Act of 1985
Ed. Code 32270: School safety cadre
Ed. Code 32280-32289.5: School safety plans
Ed. Code 32290: Safety devices
Ed. Code 35147: School site councils and advisory committees
Ed. Code 35183: School dress code; uniforms
Ed. Code 35266: Reporting of cyber attacks
Ed. Code 35291: Rules
Ed. Code 35291.5: School-adopted discipline rules
Ed. Code 41020: Requirement for annual audit
Ed. Code 48900-48927: Suspension and expulsion
Ed. Code 48950: Speech and other communication
Ed. Code 48980: Parent/Guardian notifications
Ed. Code 49079: Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395: Homicide threats
Ed. Code 67381: Availability of information regarding crimes
Gov. Code 11549.3: Independent security assessment

Gov. Code 54957: Closed session meetings for threats to security
Gov. Code 8586.5: California Cybersecurity Integration Center
Pen. Code 11164-11174.3: Child Abuse and Neglect Reporting Act
Pen. Code 422.55: Definition of hate crime
Pen. Code 626.8: Disruptions
Federal
20 USC 1400-1482: Individuals with Disabilities Education Act
20 USC 7111-7122: Student support and academic enrichment grants
20 USC 7912: Transfers from persistently dangerous schools
29 USC 794: Rehabilitation Act of 1973; Section 504
42 USC 12101-12213: Americans with Disabilities Act
6 USC 665k: Federal Clearinghouse on School Safety Evidence-Based Practices
Management Resources
CSBA Publication: School Safety: Firearm Safety and Storage, May 2023
CSBA Publication: Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
CSBA Publication: Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication: Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CSBA Publication: Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication: Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022
Federal Bureau of Investigation Publication: Uniform Crime Reporting Handbook, 2004
U.S. Department of Education Publication: Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Secret Service & Department of Education Pub: Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004
Website: California Department of Education, Language Services Policy and Process
Website: Schoolsafety.gov
Website: California Department of Education, Safe Schools Planning
Website: California Military Department
Website: California Department of Technology, Independent Security Assessment
Website: U.S. Department of Homeland Security, Fusion Centers
Website: California State Threat Assessment System
Website: CSBA District and County Office of Education Legal Services
Website: U.S. Secret Service, National Threat Assessment Center
Website: Centers for Disease Control and Prevention
Website: Federal Bureau of Investigation
Website: National Center for Crisis Management
Website: National School Safety Center
Website: California Department of Education, Safe Schools
Website: California Governor's Office of Emergency Services
Website: California Healthy Kids Survey
Website: U.S. Department of Education
Website: CSBA

Policy Adopted: ~~3/8/2023~~ 6/5/2024

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:	May 8, 2024
BOARD AGENDA ITEM:	Revision to Board Policy 5126 – Awards for Achievement
BACKGROUND:	As per guidance from the California School Boards Association, we are updating Board Policy 5126 on student awards to indicate that a budget should be established for student awards, and that no fee or other cost be charged to any student qualifying for or receiving any school or district achievement awards.
RECOMMENDATION:	Staff recommends that the Board of Trustees approve the revisions to Board Policy 5126 at this first reading and place it on the consent agenda of the next regular board meeting.
FUNDING:	No impact.

AWARDS FOR ACHIEVEMENT

The Board of Trustees encourages excellence as a goal for all students and wishes to publicly recognize students for exemplary achievements in academic, artistic, extracurricular, athletic, and community service activities.

No fee or other cost shall be charged to any student in relation to any requirements in qualifying for or receiving any district achievement awards.

~~(cf. 5121 - Grades/Evaluation of Student Achievement)~~
~~(cf. 5127 - Graduation Ceremonies and Activities)~~

District/School Awards

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, public ceremony, trophy, gift, or plaque or monetary gift. The Board shall establish a budget for this purpose. (Education Code 44015)

The Superintendent or designee shall develop criteria for the selection award recipients.

Golden State Seal Merit Diploma

At graduation from high school, students whose academic achievements in core curriculum areas have been outstanding shall receive special recognition.

The Superintendent or designee shall identify graduating high school students who have demonstrated mastery of the high school curriculum qualifying them for the Golden State Seal Merit Diploma. (Education Code 51454)

~~(cf. 6162.51 - State Academic Achievement Tests)~~

State Seal of Biliteracy

The district shall present the State Seal of Biliteracy to each graduating high school student who has attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English as specified in the accompanying administrative regulation. (Education Code 51460-51464)

~~(cf. 6142.2 - World Language Instruction)~~
~~(cf. 6174 - Education for English Language Learners)~~

District Awards for Biliteracy

In order to affirm the value of bilingualism and encourage students' enrollment in world language programs, the Superintendent or designee may present awards at appropriate grade levels to recognize the pursuit and/or attainment of grade-level proficiency in one or more languages in addition to English. The Superintendent or designee may also present awards to English learners who are reclassified as fluent English proficient to recognize proficiency in both English and the student's native language.

State Seal of Civic Engagement

The Superintendent or designee shall present the State Seal of Civic Engagement to each 11th or 12th grade student who demonstrates excellence in civics education and participation and has demonstrated an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. (Education Code 51470-51474)

All district students shall be afforded the opportunity to earn the State Seal of Civic Engagement, regardless of their background, communities, or experiences. No student shall be denied such opportunity based on academic ability, alternative school setting, or unique or unconventional expression of civic engagement.

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~
~~(cf. 0415 - Equity)~~
~~(cf. 6157 - Distance Learning)~~
~~(cf. 6158 - Independent Study)~~
~~(cf. 6159 - Individualized Education Program)~~
~~(cf. 6172 - Gifted and Talented Student Program)~~
~~(cf. 6181 - Alternative Schools/Programs of Choice)~~
~~(cf. 6183 - Home and Hospital Instruction)~~
~~(cf. 6184 - Continuation Education)~~

Legal Reference:
~~EDUCATION CODE~~
~~220 Nondiscrimination~~
~~35160 Authority of governing boards~~
~~35310-35319 Scholarship and loan funds~~
~~44015 Awards to employees and students~~
~~51243-51245 Credit for private school foreign language instruction~~
~~51450-51455 Golden State Seal Merit Diploma~~
~~51460-51464 State Seal of Biliteracy~~
~~51470-51474 State Seal of Civic Engagement~~
~~52164.1 Assessment of English language skills of English learners~~
~~GOVERNMENT CODE~~
~~54950-54963 Brown Act open meeting laws~~

~~CODE OF REGULATIONS, TITLE 5~~
~~876 Golden State Seal Merit Diploma~~
~~1632 Credit for private school foreign language instruction~~
~~11510-11516 California English Language Development Test~~
~~11517.6-11519.5 English Language Proficiency Assessments for California Management Resources:~~
~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~
~~SSCE Implementation Guidance~~
~~WEB SITES~~
~~Students~~
~~CSBA: http://www.csba.org~~
~~California Department of Education http://www.cde.ca.gov~~
~~Californians Together: http://www.californianstogether.org~~

State
5 CCR 11517.6-11519.5: English Language Proficiency Assessments for California
5 CCR 1632: Alternative credits toward graduation for foreign language instruction in private school
5 CCR 876: Golden State Seal Merit Diploma
Ed. Code 220: Prohibition of discrimination
Ed. Code 35160: Authority of governing boards
Ed. Code 35310-35319: Scholarship and loan funds
Ed. Code 44015: Awards to employees and students
Ed. Code 51007: Equitable access to programs designed to strengthen technological skills
Ed. Code 51243-51245: Credit for private school foreign language instruction
Ed. Code 51450-51455: Golden State Seal Merit Diploma
Ed. Code 51460-51464: State Seal of Biliteracy
Ed. Code 51470-51475: State Seal of Civic Engagement
Ed. Code 52164.1: Assessment of English language skills of English learners
Gov. Code 54950-54963: The Ralph M. Brown Act

Management Resources
California Department of Education Publication: State Seal of Biliteracy FAQs
California Department of Education Publication: SSCE Implementation Guidance
Website: CSBA District and County Office of Education Legal Services
Website: Californians Together
Website: CSBA
Website: California Department of Education

Policy Adopted: ~~03/10/21~~ 6/5/24

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:	May 8, 2024
BOARD AGENDA ITEM:	Revision to Board Policy 5141.21 – Administering Medication and Monitoring Health Conditions
BACKGROUND:	As per guidance from the California School Boards Association, we are updating Board Policy 5141.21 on administering medication and monitoring health conditions to align with new law: • AB 1283 (2023), which authorizes districts to provide emergency stock albuterol inhalers to school nurses or trained personnel who have volunteered, who may use the inhaler to give emergency medical aid to person(s) suffering from respiratory distress; and
RECOMMENDATION:	Staff recommends that the Board of Trustees approve the revisions to Board Policy 5141.21 at this first reading and place it on the consent agenda of the next regular board meeting.
FUNDING:	No impact.

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

~~(cf. 5113 - Absences and Excuses)~~
~~(cf. 5113.1 - Chronic Absence and Truancy)~~

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

~~(cf. 5141.24 - Specialized Health Care Services)~~
~~(cf. 6159 - Individualized Education Program)~~
~~(cf. 6164.6 - Identification and Education Under Section 504)~~

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

~~(cf. 1250 - Visitors/Outsiders)~~
~~(cf. 5141 - Health Care Emergencies)~~
~~(cf. 5141.22 - Infectious Diseases)~~
~~(cf. 5141.23 - Asthma Management)~~
~~(cf. 5141.27 - Food Allergies/Special Dietary Needs)~~
~~(cf. 6116 - Classroom Interruptions)~~

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

In accordance with law, the Superintendent or designee may make naloxone hydrochloride or another opioid antagonist and stock albuterol inhalers available at each school for providing emergency medical aid to any person suffering or reasonably believed to be suffering from opioid overdose or respiratory distress. (Education Code 49414.3, 49414.7)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

~~(cf. 3530 - Risk Management/Insurance)~~
~~(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)~~
~~(cf. 4119.43/4219.43/4319.43 - Universal Precautions)~~

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

Legal Reference:
~~EDUCATION CODE~~
~~48980 Notification at beginning of term~~
~~Liability for treatment~~
~~Emergency information~~
~~Emergency epinephrine auto-injectors~~
~~49414.5 Providing school personnel with voluntary emergency training 49422-49427 Employment of medical personnel, especially:~~
~~Administration of prescribed medication for student~~
~~49423.1 Inhaled asthma medication~~
~~49480 Continuing medication regimen; notice~~
~~BUSINESS AND PROFESSIONS CODE~~
~~2700-2837 Nursing, especially:~~
~~Authority not conferred~~

~~Exceptions in general~~
~~3501 Definitions~~
~~4119.2 Acquisition of epinephrine auto-injectors~~
~~HEALTH AND SAFETY CODE~~
~~11362.7-11362.85 Medicinal cannabis~~
~~CODE OF REGULATIONS, TITLE 5~~
~~600-611 Administering medication to students~~
~~UNITED STATES CODE, TITLE 20~~
~~1232 g Family Educational Rights and Privacy Act of 1974~~
~~1400-1482 Individuals with Disabilities Education Act~~
~~UNITED STATES CODE, TITLE 21~~
~~812 Schedules of controlled substances~~
~~844 Penalties for possession of controlled substance~~
~~UNITED STATES CODE, TITLE 29~~
~~794 Rehabilitation Act of 1973, Section 504~~
~~COURT DECISIONS~~
~~American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570 Management Resources:~~
~~AMERICAN DIABETES ASSOCIATION PUBLICATIONS~~
~~Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006~~
~~Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015~~
~~Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007~~
~~Program Advisory on Medication Administration, 2005~~
~~NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS~~
~~Helping the Student with Diabetes Succeed: A Guide for School Personnel, June, 2003~~
~~WEB SITES~~
~~CSBA: http://www.csba.org~~
~~American Diabetes Association: http://www.diabetes.org~~
~~California Department of Education, Health Services and School Nursing:~~
~~http://www.cde.ca.gov/ls/he/hn~~
~~National Diabetes Education Program: http://www.ndep.nih.gov~~
~~U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute, asthma information:~~
~~http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma~~

State
5 CCR 600-611: Administering medication to students
Bus. Code 2700-2837: Nursing
Bus. Code 3500-3546: Physician assistants
Bus. Code 4119.2: Acquisition of epinephrine auto-injectors
Bus. Code 4119.8: Acquisition of naloxone hydrochloride or another opioid antagonist
Ed. Code 48980: Parent/Guardian notifications
Ed. Code 49407: Liability for treatment
Ed. Code 49408: Student emergency information
Ed. Code 49414: Emergency epinephrine auto-injectors
Ed. Code 49414.3: Emergency medical assistance; administration of medication for opioid overdose
Ed. Code 49414.4: Opioid Misuse
Ed. Code 49414.5: Providing school personnel with voluntary emergency training
Ed. Code 49414.7: Emergency albuterol inhalers

Ed. Code 49414.8: Funding for emergency opioid antagonists; requirements
Ed. Code 49422-49427: Employment of medical personnel
Ed. Code 49423: Administration of prescribed medication for student
Ed. Code 49423.1: Inhaled asthma medication
Ed. Code 49426.5: Licensed vocational nurses
Ed. Code 49468-49468.5: The Seizure Safe Schools Act
Ed. Code 49480: Continuing medication regimen; notice
H&S 1799.113: Opioid overdose treatment
H&S Code 11362.7-11362.85: Medicinal cannabis

Federal

20 USC 1232g: Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482: Individuals with Disabilities Education Act
21 USC 812: Schedule of controlled substances
21 USC 844: Penalties for possession of controlled substance
29 USC 794: Rehabilitation Act of 1973; Section 504
34 CFR 99.30: Conditions under which prior written consent is required to disclose information

Management Resources

American Diabetes Association Publication: Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007
American Diabetes Association Publication: Program Advisory on Medication Administration, 2005
American Diabetes Association Publication: Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006
Court Decision: American Nurses Association v. Torlakson (2013) 57 Cal.4th 570
National Diabetes Education Program Publication: Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003
Website: CSBA District and County Office of Education Legal Services
Website: National Diabetes Education Program
Website: U.S. Department of Health and Human Services, National Heart, Lung, and Blood Institute
Website: American Diabetes Association
Website: California Department of Education, Health Services and School Nursing
Website: CSBA
Website: California Department of Public Health

Policy Adopted: ~~02/12/2020~~ 6/5/24

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:	May 8, 2024
BOARD AGENDA ITEM:	Revision to Board Policy 5144 – Discipline
BACKGROUND:	As per guidance from the California School Boards Association, we are revising Board Policy 5144 on discipline to reflect a new law, SB 291 (2023), that, beginning with the 2024-2025 school year, prohibits school staff from denying a student's recess unless the student's participation poses an immediate threat to the physical safety of the student or one or more of the student's peers. Additionally, the policy now is updated to include interventions and supports to students as a priority in determining appropriate discipline.
RECOMMENDATION:	Staff recommends that the Board of Trustees approve the revisions to Board Policy 5144 at this first reading and place it on the consent agenda of the next regular board meeting.
FUNDING:	No impact.

DISCIPLINE

The Governing Board ~~of Trustees~~ is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

~~(cf. 5113.1 - Chronic Absence and Truancy)~~
~~(cf. 5131 - Conduct)~~
~~(cf. 5131.1 - Bus Conduct)~~
~~(cf. 5131.2 - Bullying)~~
~~(cf. 5137 - Positive School Climate)~~
~~(cf. 5145.9 - Hate-Motivated Behavior)~~
~~(cf. 6020 - Parent Involvement)~~

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and ~~correcting~~ responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

~~(cf. 5138 - Conflict Resolution/Peer Mediation)~~
~~(cf. 6164.2 - Guidance/Counseling Services)~~

In addition, the Superintendent or designee's strategies for ~~correcting~~ respon**ding to** student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

~~(cf. 5020 - Parent Rights and Responsibilities)~~
~~(cf. 5144.1 - Suspension and Expulsion/Due Process)~~
~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)~~
~~(cf. 6159.4 - Behavioral Interventions for Special Education Students)~~
~~(cf. 6164.5 - Student Success Teams)~~

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)
~~(cf. 3550 - Food Service/Child Nutrition Program)~~
~~(cf. 3551 - Food Service Operations/Cafeteria Fund)~~
~~(cf. 3553 - Free and Reduced Price Meals)~~

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. ~~(Education Code 49005.2)~~
~~(cf. 5131.41 - Use of Seclusion and Restraint)~~

The principal or designee ~~administrative staff~~ at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and ~~district~~ administrative regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 35291.5, 32282)
~~(cf. 0450 - Comprehensive Safety Plan)~~
~~(cf. 9320 - Meetings and Notices)~~

At all times, the safety of students and staff ~~and~~ providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently and in accordance with the district's nondiscrimination policies.
~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~
~~(cf. 0415 - Equity)~~
~~(cf. 5145.3 - Nondiscrimination/Harassment)~~
~~(cf. 5145.7 - Sexual Harassment)~~

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.
~~(cf. 4131 - Staff Development)~~
~~(cf. 4231 - Staff Development)~~
~~(cf. 4331 - Staff Development)~~

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.
~~(cf. 0460 - Local Control and Accountability Plan)~~
~~(cf. 3100 - Budget)~~

At the beginning of each school year, the Superintendent or designee ~~shall~~ may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:
~~EDUCATION CODE~~
~~32280-32289 School safety plans~~
~~35146 Closed sessions~~
~~35291 Rules~~
~~35291.5-35291.7 School-adopted discipline rules~~
~~37223 Weekend classes~~
~~44807.5 Restriction from recess~~
~~48900-48926 Suspension and expulsion~~
~~48980-48985 Notification of parents or guardians~~
~~49005-49006.4 Seclusion and restraint~~
~~49330-49335 Injurious objects~~
~~49550-49562 Meals for needy students~~
~~52060-52077 Local control and accountability plan~~
~~CIVIL CODE~~
~~1714.1 Parental liability for child's misconduct~~
~~CODE OF REGULATIONS, TITLE 5~~
~~307 Participation in school activities until departure of bus~~
~~353 Detention after school~~
~~UNITED STATES CODE, TITLE 20~~
~~1400-1482 Individuals with Disabilities Education Act~~
~~UNITED STATES CODE, TITLE 29~~
~~794 Section 504 of the Rehabilitation Act of 1973~~
~~UNITED STATES CODE, TITLE 42~~

~~1751-1769 School Lunch Program~~
~~1773 School Breakfast Program~~
~~Management Resources:~~
~~CSBA PUBLICATIONS~~
~~Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015~~
~~The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014~~
~~Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014~~
~~Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009~~
~~CDE PROGRAM ADVISORIES~~
~~Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000~~
~~U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS~~
~~Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014~~
~~WEB SITES~~
~~CSBA: http://www.csba.org~~
~~CDE: http://www.cde.ca.gov~~
~~Public Counsel: http://www.fixschooldiscipline.org~~
~~USDOE, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr~~

State

5 CCR 307: Participation in school activities until departure of bus
5 CCR 353: Detention after school
Civ. Code 1714.1: Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 32280-32289.5: School safety plans
Ed. Code 35146: Closed sessions
Ed. Code 35291-35291.5: Rules
Ed. Code 35291.5: School-adopted discipline rules
Ed. Code 37223: Weekend classes
Ed. Code 48900-48926: Suspension and expulsion
Ed. Code 48980-48985: Parent/Guardian notifications
Ed. Code 49005-49006.4: Seclusion and restraint
Ed. Code 49055: Restorative justice practices
Ed. Code 49056: Recess restriction
Ed. Code 49330-49335: Injurious objects
Ed. Code 49414.4: Opioid misuse; alternative to referral to law enforcement
Ed. Code 49550-49564.5: Meals for needy students
Ed. Code 52060-52077: Local control and accountability plan

Federal

20 USC 1400-1482: Individuals with Disabilities Education Act
29 USC 794: Rehabilitation Act of 1973; Section 504
42 USC 1751-1769j: School Lunch Program
42 USC 1773: School Breakfast Program

Management Resources

California Dept of Education Program Advisories: Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000
CSBA Publication: The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
CSBA Publication: Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015
CSBA Publication: Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

CSBA Publication: Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CSBA Publication: Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009
Fix School Discipline Project: Sample alternative discipline policy
U.S. DOE, Office for Civil Rights Publication: Resource on Confronting Racial Discrimination in Student Discipline
U.S. DOE, Office for Civil Rights Publication: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973
U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
Website: CSBA District and County Office of Education Legal Services
Website: Public Counsel
Website: U.S. Department of Education, Office for Civil Rights
Website: California Department of Education
Website: CSBA

Policy Adopted: ~~03/13/2019~~ 6/5/24

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:	May 8, 2024
BOARD AGENDA ITEM:	Revision to Board Policy 6115 – Ceremonies and Observances
BACKGROUND:	As per guidance from the California School Boards Association, we are updating Board Policy 6115 to add events of present day significance to the Governing Board's recognition of the importance of students celebrating events of significance. Additionally, language has been added to reflect that specified commemorative exercises may be required by law and include educational components.
RECOMMENDATION:	Staff recommends that the Board of Trustees approve the revisions to Board Policy 6115 at this first reading and place it on the consent agenda of the next regular board meeting.
FUNDING:	No impact.

CEREMONIES AND OBSERVANCES

The Board of Trustees recognizes the importance of having students join together to observe holidays, celebrate events of cultural or historical, or present day significance, ~~or to~~ and acknowledge the contributions of outstanding individuals in society. ~~Besides helping students to appreciate their pluralistic heritage, holidays, ceremonies and observances can enhance their sense of community, instill pride in our country, and contribute to a positive school climate.~~ On days designated by the Board, and as required by law, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

~~(cf. 6111 - School Calendar)~~
~~(cf. 6141.2 - Recognition of Religious Beliefs and Customs)~~
~~(cf. 6142.94 - History-Social Science Instruction)~~
~~(cf. 6142.3 - Civic Education)~~
~~(cf. 6142.4 - Service Learning/Community Service Classes)~~

District schools shall be closed on the holidays specified in Education Code 37220 and on any other day designated as a holiday by the Board. The Board may, by adoption of a resolution, revise the date upon which schools close in observance of any holiday except Veterans Day, which shall be celebrated on its actual date. (Education Code 37220)

In addition, the Board may, through the adoption of a resolution, authorize the display of symbolic flags or banners in support of specific awareness months.

Legal Reference:
~~EDUCATION CODE~~
~~37220-37222.20 Holidays and commemorative events~~
~~44015.1 Week of the school administrator~~
~~45203 Paid holidays~~
~~45460 Classified employee week~~
~~52720-52730 Patriotic exercises and instruction~~
~~GOVERNMENT CODE~~
~~430-439 Display of flags~~
~~3540-3549.3 Meeting and negotiating~~
~~UNITED STATES CODE, TITLE 4~~
~~Time and occasion for display of flag~~
~~Position and manner of display of flag~~
~~UNITED STATES CODE, TITLE 36~~
~~106 Constitution Day and Citizenship Day~~
~~106 Note Educational program on the U.S. Constitution~~

~~COURT DECISIONS~~
~~Endow v. Rio Linda Union School District, 597 F.3d 1007, 1012 (9th Cir. 2010) West Virginia State Board of Education et al v. Barnette et al, 319 U.S. 624 (1943) Management Resources:~~
~~WEB SITES~~

~~CSBA: http://www.csba.org~~
~~California Department of Education, History/Social Science Instructional Materials: http://www.cde.ca.gov/ci/hs/im~~

State
Ed. Code 37220-37222.21: Holidays and commemorative events
Ed. Code 44015.1: Week of the School Administrator
Ed. Code 45203: Paid holidays
Ed. Code 45460: Classified School Employee Week
Ed. Code 49110.5: Workplace Readiness Week
Ed. Code 52720-52730: Patriotic exercises and instruction
Gov. Code 3540-3549.3: Public education employer-employee relations
Gov. Code 430-439: Display of flags

Federal
36 USC 106: Constitution Day and Citizenship Day
4 USC 6: Time and occasion for display of flag
4 USC 7: Position and manner of display of flag

Management Resources
Court Decision: Newdow v. Rio Linda Union School District (9th Cir. 2010) 597 F.3d 1007
Court Decision: West Virginia State Board of Education et al. v. Barnette et al. (1943) 319 U.S. 624
Website: CSBA District and County Office of Education Legal Services
Website: California Department of Education, History/Social Science Instructional Materials
Website: CSBA

Policy Adopted: ~~09/9/2020~~ 6/5/24

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: May 8, 2024

BOARD AGENDA ITEM: Revision to Board Policy 6141.2 – Recognition of Religious Beliefs and Customs

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 6141.2 on recognition of religious beliefs and customs to do the following:

- State that instruction regarding the role of religious in society be consistent with adopted instructional materials and state standards;
- Align with new direction from the U.S. Department of Education regarding constitutionally protected prayer and religious expression in public schools and Appendix F of the California Department of Education's History and Social Science Framework, which offers guidance for educators regarding the recognition of religious beliefs and customs; and
- Reflect a U.S. Supreme Court decision (Kennedy v. Bremerton) that held that school staff are not prohibited, when acting in their private capacity, from encouraging students' participation in private prayer or other religious activity, and that staff shall not prohibit or discourage any student from praying or otherwise expressing their religious belief so long as this does not disrupt classroom or school activities.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revisions to Board Policy 6141.2 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The ~~Board of Trustees~~ Governing Board recognizes that students' education would be incomplete without an understanding of the role of religion in society. As appropriate for a particular course, teachers may objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with culture, literature or the arts. The Board expects that such instruction will identify principles common to all religions and foster respect for the diversity of religions and customs in the world and be consistent with the adopted instructional materials and state standards, as applicable.
~~*(cf. 6143 - Courses of Study)*~~

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is ~~clearly~~ forbidden in the public schools. The Superintendent or designee shall ensure that instruction about religion shall not promote or denigrate the beliefs or customs of any particular religion or sect, nor should a preference be shown for one religious viewpoint over another. Staff members shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces, and treat all religions and religious conviction, including nonbelief, with fairness and respect.
~~*(cf. 0410 - Nondiscrimination in District Programs and Activities)*~~
~~*(cf. 1330 - Use of School Facilities)*~~
~~*(cf. 1325 - Advertising and Promotion)*~~
~~*(cf. 5113 - Absences and Excuses)*~~
~~*(cf. 6145.5 - Student Organizations and Equal Access)*~~

Staff shall not endorse, encourage or solicit religious or anti-religious expression or activities among students during class time.

~~As part of their official duties,~~ Staff shall not ~~lead~~ coerce students in prayer or other religious activities as part of their official duties. However, staff are not prohibited, when acting in their private capacity, from encouraging students' participation in personal prayer or other religious activity. Additionally,~~-~~staff shall not prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does not disrupt the classroom or other school sponsored activity.
~~*(cf. 5127 - Graduation Ceremony and Activities)*~~

Students may express their beliefs about religion in their homework, artwork and other class work if the expression is germane to the assignment. Such work shall be judged by ordinary academic standards, relevance, and other legitimate pedagogical objectives.
~~*(cf. 5121 - Grades/Evaluation of Student Achievement)*~~
~~*(cf. 5145.2 - Freedom of Speech/Expression)*~~
~~*(cf. 6144 - Controversial Issues)*~~
~~*(cf. 6154 - Homework/Make-up Work)*~~

While teaching about religious holidays is a permissible part of the educational program, celebrating religious holidays is not allowed in the ~~public schools~~ district. School-sponsored programs shall not be, nor have the effect of being, religiously oriented or a religious celebration. School and classroom decorations may express seasonal themes that are not religious in nature. The use of religious symbols that are part of a religious holiday is permitted as a teaching aid or resource provided that such symbols are displayed as an example of cultural and religious heritage of the holiday and temporary in nature.

Classroom methods in instruction about religion shall not include religious role-playing activities or simulated religious devotional acts.

Music, art, literature or drama programs having religious themes are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the cultural and religious heritage~~.~~ ~~The use of religious symbols that are part of a religious holiday is permitted as a teaching aid or resource provided that such symbols are displayed as an example of cultural and religious heritage of the holiday and are temporary in nature.~~

District schools shall not prohibit religious activities if the same or similar non-religious activities are permitted.

Legal Reference:
~~*EDUCATION CODE*~~
~~*38130-38138 Civic Center Act*~~
~~*46014 Absences for religious purposes*~~
~~*51511 Religious matters properly included in courses of study*~~
~~*51938 Right of parent/guardian to excuse from sexual health instruction*~~
~~*UNITED STATES CODE, TITLE 20*~~
~~*4071-4074 Equal Access Act*~~
~~*6061 School prayer*~~
~~*7904 School prayer*~~
~~*COURT DECISIONS*~~
~~*Lassonde v. Pleasanton Unified School District, (2003, 9th Cir.) 320 F.3d 979*~~
~~*Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092*~~
~~*Lemon v. Kurtzman, (1971) 403 U.S. 602*~~
~~*Management Resources:*~~
~~*U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*~~
~~*Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, February 2003*~~
~~*Religion in the Public Schools: A Joint Statement of Current Law, April 1995*~~
~~*WEB SITES*~~
~~*California Department of Education: http://www.cde.ca.gov*~~
~~*U.S. Department of Education: http://www.ed.gov*~~
~~*CSBA: http://www.csba.org*~~
State
Ed. Code 38130-38139: Civic Center Act
Ed. Code 46014: Absences for religious purposes

Ed. Code 51511: Religious matters properly included in courses of study
Ed. Code 51938: Right of parent/guardian to excuse from sexual health instruction

Federal

20 USC 4071-4074: Equal Access Act
20 USC 6061: School prayer
20 USC 7904: School prayer

Management Resources

California Department of Education Publication: Appendix F history social science framework for California public schools
Court Decision: Florey v. Sioux Falls (1980) 619 F.2d 1311
Court Decision: Fellowship of Christian Athletes v. San Jose Unified School District Board of Education (2023) 82 F.4th 664
Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407
Court Decision: Cole v. Oroville Union High School District (2000, 9th Cir.) 228 F.3d 1092
Court Decision: Lassonde v. Pleasanton Unified School District (2003, 9th Cir.) 320 F.3d 979
Court Decision: Lemon v. Kurtzman (1971) 403 U.S. 602
U.S. Department of Education Publication: Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023
Website: CSBA District and County Office of Education Legal Services
Website: California Department of Education
Website: CSBA
Website: U.S. Department of Education

Policy Adopted: ~~12/13/06~~ 6/5/24

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:	May 08, 2024
BOARD AGENDA ITEM:	Resolution No. 16: Declaration of Need for Orcutt Union School District
BACKGROUND:	The District has the need to submit a Declaration of Need for Fully Qualified Educators for the 2024-25 school year as follows: Four (4) Emergency CLAD Permits.
RECOMMENDATION:	Staff recommends that the Board of Trustees adopt Resolution No. 16: Declaration of Need for Orcutt Union School District for Fully Qualified Educators certifying that the District has the potential need to issue four (4) Emergency CLAD Permits during the 2024-25 school year.
FUNDING:	N/A

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California 93455

2023-24 RESOLUTION NO. 16
DECLARATION OF NEED

WHEREAS, it is anticipated that during the 2024-25 school year there will be an insufficient number of certificated persons who meet the specified employment criteria for certain positions in programs operated by the Orcutt Union School District; and

WHEREAS, based upon prior experience, it is anticipated that it will be necessary to submit applications for approximately four (4) emergency permits for the teaching of classes authorized by Emergency permits for CLAD, Resource Specialists, and Limited Assignment credentials; and

WHEREAS, our efforts to recruit certificated personnel include extensive advertising on the internet, posting on district website and contacting college and university placement centers; and

NOW, THEREFORE BE IT RESOLVED, that the Governing Board of the Orcutt Union School District adopt an official Declaration of Need to be submitted to the California Commission on Teacher Credentialing to remain in force until June 30, 2025.

PASSED AND ADOPTED by the Board of Trustees of the Orcutt Union School District, Santa Barbara County, California, this 8th day of May 2024, by the following vote:

AYES:_____
NOES:_____
ABSENT:_____

STATE OF CALIFORNIA]
COUNTY OF SANTA BARBARA]

_____
President, Board of Trustees

I, Liz Phillips, Clerk of the Board of Trustees of the ORCUTT UNION SCHOOL DISTRICT, hereby certify that the foregoing is a true copy of a resolution duly and legally adopted as a consent action item by the District's Governing Board at a legal meeting of said Board duly and regularly held on May 8, 2024 and that said resolution has not been revoked.

_____
Clerk, Board of Trustees

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Orcutt Union School District District CDS Code: 69260

Name of County: Santa Barbara County County CDS Code: 42

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5/8/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary, or Designee):

Dr. Holly Edds		District Superintendent
Name	*Signature*	*Title*
805-938-8912	805-938-8907	05/08/2024
Fax Number	*Telephone Number*	*Date*

500 Dyer Street, Orcutt, CA 93455
Mailing Address

hedds@orcutt-schools.net
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	4
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization: _____	
Resource Specialist	
Teacher Librarian Services	
Emergency Transitional Kindergarten (ETK)	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	4

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. We do not have the staff to support a District Intern Program.

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 0

If yes, list each college or university with which you participate in an internship program.

UMass Global, CalState Teach, CSU Los Angeles, UC Santa Barbara and National University

If no, explain why you do not participate in an internship program.

This form must be signed by either:

☑ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

☐ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

☐ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

☑ The situation or circumstances that necessitate the use of an emergency permit holder are as follows: (Attach additional sheets, if necessary.)

The Orcutt Union School District has experienced situations where the need for substitute teachers is greater than the number of fully credentialed persons available, therefore making it necessary to use emergency permit holders for both short term (30 day permit holder) and long term (TPSL holder) placements.

I hereby certify that all of the information contained in this statement of need is true and correct.

	Orcutt Union School District	05/08/2024
Signature of the District Superintendent	*District*	*Date*
	Santa Barbara	
Signature of the County Superintendent of Schools	*County*	*Date*

It is not necessary to submit this form to the Commission on Teacher Credentialing.

HUMAN RESOURCE MEMORANDUM

TO:	Board of Trustees Holly Edds, Ed.D
FROM:	Susan Salucci Assistant Superintendent, Human Resource
BOARD MEETING DATE:	May 08, 2024
BOARD AGENDA ITEM:	Resolution No. 17: Declaration of Need for Orcutt Academy Charter School
BACKGROUND:	The Charter has the need to submit a Declaration of Need for Fully Qualified Educators for the 2024-25 school year as follows: Two (2) Emergency CLAD Permits.
RECOMMENDATION:	Staff recommends that the Board of Trustees adopt Resolution No. 17: Declaration of Need for Orcutt Academy Charter School for Fully Qualified Educators certifying that the Charter has the potential need to issue two (2) Emergency CLAD Permits during the 2024-25 school year.
FUNDING:	N/A

ORCUTT UNION SCHOOL DISTRICT &
ORCUTT ACADEMY CHARTER SCHOOLS
Orcutt, California 93455

2023-24 RESOLUTION NO. 17
DECLARATION OF NEED

WHEREAS, it is anticipated that during the 2024-25 school year there will be an insufficient number of certificated persons who meet the specified employment criteria for certain positions in programs operated by the Orcutt Academy Charter Schools under the direction of the Orcutt Union School District; and

WHEREAS, based upon prior experience, it is anticipated that it will be necessary to submit applications for approximately two (2) emergency permits for the teaching of classes authorized by Emergency permits for CLAD, Resource Specialists, and Limited Assignment credentials; and

WHEREAS, our efforts to recruit certificated personnel include extensive advertising on the internet, posting on district website and contacting college and university placement centers; and

NOW, THEREFORE BE IT RESOLVED, that the Governing Board of the Orcutt Union School District adopt an official Declaration of Need to be submitted to the California Commission on Teacher Credentialing to remain in force until June 30, 2025.

PASSED AND ADOPTED by the Board of Trustees of the Orcutt Union School District, Santa Barbara County, California, this 8th day of May 2024, by the following vote:

AYES:_____
NOES:_____
ABSENT:_____

STATE OF CALIFORNIA]
COUNTY OF SANTA BARBARA]

_____
President, Board of Trustees

I, Liz Phillips, Clerk of the Board of Trustees of the ORCUTT UNION SCHOOL DISTRICT, hereby certify that the foregoing is a true copy of a resolution duly and legally adopted as a consent action item by the District's Governing Board at a legal meeting of said Board duly and regularly held on May 8, 2024 and that said resolution has not been revoked.

_____
Clerk, Board of Trustees

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Orcutt Academy Charter Schools District CDS Code: 69260

Name of County: Santa Barbara County County CDS Code: 42

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5/8/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary, or Designee):

Dr. Holly Edds		District Superintendent
Name	*Signature*	*Title*
805-938-8912	805-938-8907	05/08/2024
Fax Number	*Telephone Number*	*Date*

500 Dyer Street, Orcutt, CA 93455
Mailing Address

hedds@orcutt-schools.net
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	2
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization: _____	
Resource Specialist	
Teacher Librarian Services	
Emergency Transitional Kindergarten (ETK)	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	2

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. We do not have the staff to support a District Intern Program.

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 0

If yes, list each college or university with which you participate in an internship program.

UMass Global, CalState Teach, CSU Los Angeles, UC Santa Barbara and National University

If no, explain why you do not participate in an internship program.

HUMAN RESOURCES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Susan Salucci
Assistant Superintendent, Human Resources

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: Revision to Board Policy 4111/4211/4311 Recruitment and Selection

BACKGROUND: Board Policy 4111/4211/4311 Recruitment and Selection has been updated to reflect new guidance from the California Department of Education and the Commission on Teacher Credentialling related to the benefit to students when district staff reflects the racial, ethnic, linguistic and cultural diversity of the district, and when the district's recruitment and selection process seeks to establish and maintain a diverse staff. Additionally, the policy was updated to include that the pay scale for an open position be included in the job posting. The Board Policy was also updated to, reflect New Law (SB 700, 2023) which prohibits the district from requesting information from an applicant related to the applicant's prior use of cannabis, apart from the person's criminal history, unless the district is otherwise legally permitted to consider or inquire about that information. In addition, the policy was updated to provide that the district retains the right to maintain drug-free schools and to prohibit employees from possessing, being impaired by, or using cannabis while on the job.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 4111/4211/4311 Recruitment and Selection at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: N/A

RECRUITMENT AND SELECTION

Personnel

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

~~(cf. 0000 - Vision)~~
~~(cf. 0200 - Goals for the School District)~~
~~(cf. 4000 - Concepts and Roles)~~
~~(cf. 4100 - Certificated Personnel)~~
~~(cf. 4200 - Classified Personnel)~~
~~(cf. 4300 - Administrative and Supervisory Personnel)~~

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~
~~(cf. 4030 - Nondiscrimination in Employment)~~
~~(cf. 4032 - Reasonable Accommodation)~~
~~(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)~~

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures, seek to establish and maintain a diverse staff, including the active recruitment from institutions and organizations that serve populations underrepresented among district employees.

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. The Superintendent or designee ~~He/she~~ shall also disseminate job announcements to ensure a wide range of candidates.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.2)

The Superintendent shall develop and maintain appropriate hiring procedures to identify the best possible candidates for a position. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential and consistent with law.

~~The district's selection procedures shall include screening processes, interviews,~~

~~recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position.~~

~~(cf. 4112.61/4212.61/4312.61 - Employment References)~~

~~The Superintendent or designee may establish an interview committee to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law.~~

~~(cf. 2230 - Representative and Deliberative Groups)~~

No inquiry shall be made with regard to any information prohibited by state or federal nondiscrimination laws.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

The Superintendent or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee ~~He/she~~ shall also not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. (Labor Code 432.3) ~~Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position to which he/she is applying.~~

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

~~(cf. 4112 - Appointment and Conditions of Employment)~~
~~(cf. 4112.2 - Certification)~~
~~(cf. 4112.22 - Staff Teaching English Learners)~~
~~(cf. 4112.23 - Special Education Staff)~~
~~(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)~~
~~(cf. 4212 - Appointment and Conditions of Employment)~~
~~(cf. 4312.1 - Contracts)~~

Incentives

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

~~Legal Reference:~~
~~EDUCATION CODE~~
~~200-262.4 Prohibition of discrimination~~
~~35035 Responsibilities of superintendent~~
~~44066 Limitations on certification requirement~~
~~44259 Teaching credential; exception; designated subjects; minimum requirements~~
~~44750 Teacher recruitment resource center~~
~~44830-44831 Employment of certificated persons~~
~~44858 Age or marital status in certificated positions~~
~~44859 Prohibition against certain rules and regulations re: residency~~
~~45103-45139 Employment (classified employees)~~
~~49406 Examination for tuberculosis~~
~~GOVERNMENT CODE~~
~~815.2 Liability of public entities and public employees~~
~~6250-6276.48 Public Records Act~~
~~12900-12996 Fair Employment and Housing Act, including:~~
~~12940-12957 Discrimination prohibited; unlawful practices~~
~~HEALTH AND SAFETY CODE~~
~~53570-53574 Teacher Housing Act of 2016~~
~~LABOR CODE~~
~~432.3 Salary information~~
~~UNITED STATES CODE, TITLE 5~~
~~552 Freedom of Information Act~~
~~UNITED STATES CODE, TITLE 8~~
~~1324a Unlawful employment of aliens~~
~~1324b Unfair immigration related employment practices~~
~~UNITED STATES CODE, TITLE 20~~
~~1681-1688 Title IX prohibition against discrimination~~
~~UNITED STATES CODE, TITLE 42~~
~~2000d-2000d-7 Title VI, Civil Rights Act of 1964~~
~~2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended~~
~~12101-12213 Americans with Disabilities Act~~
~~CODE OF FEDERAL REGULATIONS, TITLE 28~~
~~35.101-35.190 Americans with Disabilities Act~~
~~CODE OF FEDERAL REGULATIONS, TITLE 34~~
~~106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities~~
~~COURT DECISIONS~~
~~C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1~~
~~Management Resources:~~
~~CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATION PUBLICATIONS~~

~~Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017~~
~~WEB SITES~~
~~California County Superintendents Educational Services Association: http://ecsesa.org/recruit~~
~~California Department of Education: http://www.cde.ca.gov~~
~~California Department of Fair Employment and Housing: http://www.dfeh.ca.gov~~
~~Commission on Teacher Credentialing: http://www.ctc.ca.gov~~
~~Education Job Opportunities Information Network: http://www.edjoin.org~~
~~Teach USA: http://culturalvistas.org/programs/us/teach-usa~~
~~U.S. Equal Employment Opportunity Commission: http://www.eeoc.gov~~

State
Ed. Code 200-262.4: Prohibition of discrimination
Ed. Code 35035: Powers and duties of the superintendent; transfer authority
Ed. Code 44066: Limitations on certification requirements
Ed. Code 44259: Teaching credential, exception; designated subjects; minimum requirements
Ed. Code 44750: Teacher recruitment resource center
Ed. Code 44830-44831: Employment of certificated persons
Ed. Code 44858: Age or marital status in certificated positions
Ed. Code 44859: Prohibition against certain rules and regulations regarding residency
Ed. Code 45103-45139: Employment; classified employees
Ed. Code 49406: Examination for tuberculosis
Gov. Code 12900-12996: Fair Employment and Housing Act
Gov. Code 7920.000-7930.215: California Public Records Act
Gov. Code 815.2: Liability of public entities and public employees
H&S Code 53570-53574: Teacher Housing Act of 2016
Lab. Code 432.3: Salary information
Federal
20 USC 1681-1688: Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.101-35.190: Americans with Disabilities Act
34 CFR 106.51-106.61: Nondiscrimination on the basis of sex in employment in education program or activities
42 USC 12101-12213: Americans with Disabilities Act
42 USC 2000d-2000d-7: Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17: Title VII, Civil Rights Act of 1964, as amended
5 USC 552: Freedom of Information Act
8 USC 1324a: Unlawful employment of aliens
8 USC 1324b: Unfair immigration related employment practices
Management Resources
CA Commission on Teacher Credentialing Publication: Strategic Plan: Ensuring Educator Excellence, 2023
California County Superintendents Publication: Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017
California Department of Education Publication: How to Increase the Diversity of California's Educator Workforce, April 2022
Court Decision: C.A. v William S. Hart Union High School District et al. (2012) 138 Cal.Rptr.3d 1
Ctr for Cities + Schools, cityLAB & Terner Ctr Pub: Education Workforce Housing in California: Developing the 21st Century Campus, 2021
Ctr for Cities + Schools, cityLAB & Terner Ctr Pub: Education Workforce Housing in California: The Handbook
Website: University of California Los Angeles, cityLAB
Website: University of California Berkeley, Terner Center for Housing Innovation
Website: University of California Berkeley, Center for Cities + Schools
Website: CSBA District and County Office of Education Legal Services
Website: Commission on Teacher Credentialing
Website: Education Job Opportunities Information Network
Website: Teach USA
Website: California County Superintendents

Website: California Civil Rights Department
Website: U.S. Department of Education
Website: U.S. Equal Employment Opportunity Commission
Website: California Department of Education

Policy Adopted: ~~05/09/18~~ 5 24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, CA

HUMAN RESOURCES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Susan Salucci
Assistant Superintendent, Human Resources

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: Revision to Board Policy 4118 Dismissal/Suspension/Disciplinary Action

BACKGROUND: Board Policy 4118 Dismissal/Suspension/Disciplinary Action was updated to generalize the material related to the basis for disciplinary action, and reflect a new court decision (Visalia Unified School District v. PERB) which held that service as a union officer constitutes protected activity under the Educational Employment Relations Act for purposes of complaints of retaliation for union activities, and that retaliation solely for engaging in protected activities is prohibited. Additionally, the policy a updated to amend the list of what may be considered disciplinary actions to more closely align with law, and to add new section "Compulsory Leave of Absence" for consistency with law and the accompanying administrative regulation.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 4118 Dismissal/Suspension/Disciplinary Action at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: N/A

Personnel BP 4118 (a)
SUSPENSION/DISCIPLINARY ACTION

The Governing Board ~~of Trustees~~ expects all employees to exhibit professional and appropriate conduct and serve as positive role models both at school and in the community. A certificated employee may be ~~suspended or~~ disciplined ~~for unprofessional or inappropriate~~ conduct or performance in accordance with law, the district's collective bargaining agreement, Board policy, and administrative regulation.

~~(cf. 4000 - Concepts and Roles)~~
~~(cf. 4112.5/4312.5 - Criminal Record Check)~~
~~(cf. 4117.4 - Dismissal)~~
~~(cf. 4119.21/4219.21/4319.21 - Professional Standards)~~
~~(cf. 4141/4241 - Collective Bargaining Agreement)~~

Disciplinary action shall be based on the particular facts and circumstances involved and the severity of the conduct or performance.~~The Superintendent or designee may take disciplinary action as he/she deems appropriate in light of the particular facts and circumstances involved and based on the severity of the misconduct. Disciplinary actions may include, but not be limited to, verbal warnings, written warnings, reassignment, suspension, freezing or reduction of wages, compulsory leave, or dismissal.~~

The Superintendent or designee shall ensure that disciplinary actions are appropriately documented and taken in a consistent, nondiscriminatory manner. In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for engaging in protected activities, or for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.~~consistent with law, disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.~~

Disciplinary actions may include, but are not limited to, verbal and written warnings, suspension or leave without pay, or dismissal.

~~(cf. 1312.1 - Complaints Concerning District Employees)~~
~~(cf. 4030 - Nondiscrimination in Employment)~~
~~(cf. 4032 - Complaints Concerning Discrimination in Employment)~~
~~(cf. 4112.6/4212.6/4312.6 - Personnel Files)~~
~~(cf. 4119.1/4219.4319.1 - Civil and Legal Rights)~~
~~(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)~~

Suspension/Dismissal Procedures

The Superintendent shall notify the Board whenever there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933.

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person. (Education Code 44934, 44934.1)

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of the Board's intention to suspend or dismiss the employee at the expiration of 30 days from the date the notice is served. (Education Code 44934, 44934.1)

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year. (Education Code 44938)

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice. (Education Code 44938)

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during the instructional year of the school site where the employee is physically employed and may be served personally or by registered mail to the employee's last known address. (Education Code 44936)

If an employee has been served notice and demands a hearing pursuant to Government

Code 11505 and 11506, the Board shall either rescind its action or schedule a hearing on the matter. (Education Code 44941, 44941.1, 44943, 44944)

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from assigned duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing. (Education Code 44939, 44939.1)

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944. (Education Code 44944)

Compulsory Leave of Absence

Upon being informed that a certificated employee has been charged with a mandatory leave of absence offense, the Superintendent or designee shall immediately place the employee on a compulsory leave of absence. (Education Code 44940, 44940.5)

~~In accordance with law, the Superintendent or designee shall notify the Commission on Teacher Credentialing when the status of a credentialed employee has been changed as a result of alleged misconduct.~~

~~(cf. 4117.7 - Employment Status Reports)~~

~~Legal Reference:~~
~~EDUCATION CODE~~
~~44008 Effect of termination of probation~~
~~44009 Conviction of specified crimes~~
~~44010 Sex offense - definitions~~
~~44011 Controlled substance offense - definitions~~
~~44242.5 Reports and review of alleged misconduct~~
~~44425 Conviction of a sex or narcotic offense~~
~~44660-44665 Evaluation and assessment of performance of certificated employees~~
~~44830.1 Criminal record summary certificated employees~~
~~44930-44988 Resignations, dismissal, and leave of absence, especially:~~
~~44940 Sex offenses and narcotic offenses; compulsory leave of absence~~
~~44940.5 Compulsory leave of absence~~

~~45055 Drawing of warrants for teachers~~
~~48907 Exercise of free speech, expression~~
~~48950 Speech and other communication~~
~~51530 Advocacy or teaching of communism~~
~~GOVERNMENT CODE~~
~~3543.2 Scope of representation~~
~~HEALTH AND SAFETY CODE~~
~~11054 Schedule I; substances included~~
~~11055 Schedule II, substances included~~
~~11056 Schedule III, substances included~~
~~11357-11361 Marijuana~~
~~11363 Peyote~~
~~11364 Opium~~
~~11370.1 Possession of controlled substances with a firearm~~
~~PENAL CODE~~
~~187 Murder~~
~~291 School employees arrest for sex offense~~
~~667.5 Prior prison terms, enhancement of prison terms~~
~~1192.7 Plea bargaining limitation~~
~~CODE OF REGULATIONS, TITLE 5~~
~~80303 Reports of change in employment status~~
~~80304 Notice of sexual misconduct~~
~~COURT DECISIONS~~
~~Crowl v. Commission on Professional Competence, (1990) 225 Cal. App. 3d 334~~
~~Management Resources:~~
~~COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS~~
~~California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2007~~
~~WEB SITES~~
~~CSBA: http://www.csba.org~~
~~Commission on Teacher Credentialing: http://www.ctc.ca.gov~~

State
5 CCR 80303: Reports of change in employment status; alleged misconduct
5 CCR 80304: Notice of sexual misconduct
CA Constitution Article 1, Section 1: Inalienable rights
Ed. Code 44008: Effect of termination of probation
Ed. Code 44009: Conviction of specified crimes
Ed. Code 44010: Sex offense; definitions
Ed. Code 44011: Controlled substance offense
Ed. Code 44242.5: Reports and review of alleged misconduct
Ed. Code 44425: Conviction of a sex or narcotic offense
Ed. Code 44660-44665: Evaluation and assessment of performance of certificated employees
Ed. Code 44830.1: Criminal record summary; certificated employees
Ed. Code 44929.21: Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23: Districts with less than 250 ADA
Ed. Code 44930-44988: Resignations, dismissals and leaves of absence
Ed. Code 45055: Drawing of warrants for teachers
Ed. Code 48907: Exercise of free expression; time, place and manner rules and regulations
Ed. Code 48950: Speech and other communication

Ed. Code 51530: Advocacy or teaching of communism
Gov. Code 1028: Advocacy of communism
Gov. Code 11505-11506: Hearing
Gov. Code 12954: Employment discrimination; cannabis use
Gov. Code 3543.2: Scope of representation
H&S Code 11054: Schedule I; substances included
H&S Code 11055: Schedule II; substances included
H&S Code 11056: Schedule III; substances included
H&S Code 11357-11361: Marijuana
H&S Code 11363: Peyote
H&S Code 11364: Opium
H&S Code 11370.1: Possession of controlled substances with a firearm
Pen. Code 11165.2-11165.6: Child abuse or neglect; definitions
Pen. Code 1192.7: Plea bargaining limitation
Pen. Code 187: Murder
Pen. Code 291: School employees arrest for sex offense
Pen. Code 667.5: Prior prison terms; enhancement of prison terms
Federal
U.S. Constitution, First Amendment: Free exercise, free speech, and establishment clauses
Management Resources
Commission on Teacher Credentialing Publication: California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2007
Court Decision: Visalia Unified School District v. Public Employment Relations Board (2024) 98 Cal.App.5th 844
Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407
Court Decision: Crowl v. Commission on Professional Competence (1990) 225 Cal. App. 3d 334
Court Decision: Morrison v. State Board of Education (1969) 1 Cal.3d 214
U.S. Department of Education Publication: Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023
Website: Office of the Attorney General
Website: Office of Administrative Hearings
Website: Department of General Services, About Teacher Dismissal Case Type
Website: CSBA District and County Office of Education Legal Services
Website: Commission on Teacher Credentialing
Website: CSBA
Website: U.S. Department of Education

Policy Adopted: ~~10/15/08~~ 06/05/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

HUMAN RESOURCES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Susan Salucci
Assistant Superintendent, Human Resources

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: Revision to Board Policy 4140/4240/4340 Bargaining Units

BACKGROUND: Board Policy 4140/4240/4340 Bargaining Units was updated to clarify use of "employee organization," "recognized employee organization," "exclusive representative," and "bargaining unit". In addition, the policy updated to remove outdated material related to COVID-19, and reflect NEW LAW (AB 243, 2023) which extends the Safe at Home address confidentiality protection to victims of child abduction and members of their households.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 4140/4240/4340 Bargaining Units at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: N/A

Personnel
BARGAINING UNITS

The Governing Board recognizes the right of district employees to form bargaining units, select an employee organization as the exclusive representative to represent the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with the employee organizations and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons, insignia, or other pictorial or written messages that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

~~The district~~ A bargaining unit of certificated or classified supervisory employees may only be recognized if the bargaining unit includes all certificated or classified supervisory employees, respectively, and is not represented by ~~an~~ the same employee organization that represents district employees who are supervised by the supervisory employees. (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Employees serving in a management, senior management, or confidential position shall not be represented by an exclusive representative. In the employment relationship with the district, such employees may represent themselves or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. An employee organization representing management or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Government Code 3543.4)

Management employee means an employee in a position having significant responsibilities for formulating district policies or administering district programs. (Government Code 3540.1)

Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. (Government Code 3540.1)

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550, 3551.5)

District Communications to Employees

The Superintendent or designee may communicate with district employees regarding their rights under the law. Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

~~However, before disseminating to multiple employees any mass communication concerning employees' right under the law, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication.~~ The district may disseminate written documents, recorded messages, or other mass communications to actual or perspective employees represented by an exclusive representative concerning their rights to join and/or support, or refrain from joining and/or supporting, an employee organization only after the Superintendent or designee meets and confers with the exclusive representative concerning the content of the mass communication. If the district and exclusive representative do not come to agreement on the content of the mass communication and the district still chooses to disseminate it, the Superintendent or designee shall request that the exclusive representative provide a communication of reasonable length to the district that shall be disseminated to the employees at the same time as the district's own mass communication. (Government Code 3556) ~~may disseminate the district's mass communication provided that, at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)~~

Access to Employee Orientations and Contact Information

The district shall permit employee organizations access to new employee orientations or onboarding process where newly hired employees represented by the exclusive representative are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide the exclusive representative ~~employee organizations~~ at least 10 days' notice in advance of an orientation, except, that a shorter notice may be provided ~~if an unforeseeable,~~ where there is an urgent need critical to the district's operation prevents the required 10 days' notice. (Government Code ~~3555.5,~~ 3556)

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, matters related to the access to new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest

arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be issued within 10 days and shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of the orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, unless the district and the exclusive representative have agreed otherwise, when the district has not conducted an in-person orientation within 30 days of hiring a new employee, the Superintendent or designee shall permit the exclusive representative to schedule an in-person meeting during employment hours at the new employee's worksite, during which the new employee shall have the opportunity to attend and shall be relieved of other duties for the purpose of attending the meeting. The district shall provide appropriate space at the worksite within seven calendar days of receiving a request from the exclusive representative. (Government Code 3556)

During this meeting, the exclusive representative shall be permitted to communicate directly with the new employees for up to 30 minutes of paid time. (Government Code 3556) ~~in addition to above provisions regarding new employee orientations, the district shall ensure the following: (Government Code 3556)~~

1. ~~When an inperson new employee orientation has not been conducted within 30 days of hiring any new employee who is working in person, the Superintendent or designee shall permit the exclusive representative to schedule an inperson meeting which newly hired employees shall have an opportunity to attend, at the employee's worksite and during employment hours. Each newly hired employee within the bargaining unit shall be provided at least 30 minutes of paid time to attend the meeting, during which the exclusive representative shall be permitted to communicate directly with the newly hired employees.~~
2. ~~When, by reason of a state or local public health order limiting the size of gatherings, the district is prohibited from organizing a new employee orientation, an exclusive representative may schedule multiple meetings to ensure that newly hired employees have an opportunity to attend without exceeding the maximum allowable number of people. If such an order prohibits all gatherings, the exclusive representative may schedule a meeting(s) once the order is lifted or modified to permit gatherings.~~

~~Alternative access to these meetings shall be determined through mutual agreement between the district and the exclusive representative.~~

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), of all

employees represented by the exclusive representative on file with the district. An employee's personal email address shall only be disclosed if it used by the employee to conduct district business. ~~personal email address(es) on file with the district, and home address of any newly hired employee in the bargaining unit,~~ Such information shall be provided within 30 days of hire or by the first pay period of the month following hire for all new employees represented by the exclusive representative, unless the exclusive representative has agreed to a different interval for the provision of the information. ~~In addition,~~ Additionally, the Superintendent or designee shall provide the exclusive representative with the same information ~~in regard to~~ for all employees represented by the exclusive representative ~~in the bargaining unit to an exclusive representative at least~~ every 120 days, unless more frequent disclosure ~~or detailed lists are~~ is required by agreement with the exclusive representative. (Government Code 3558, 7928.300 ~~6254.3~~)

However, the Superintendent or designee shall not disclose: (Government Code 3558, 6025-6210, ~~6207,~~ 6215-6216, ~~6215.2,~~ 7928.300)

1. The home address and any phone numbers on file for employees performing law enforcement-related functions
2. The home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6205-6210 and 6215-16 ~~6207 or any employee who provides written request that the information not be disclosed for this purpose. Following receipt of a written request, the district shall remove the employee's home address, home and personal cell phone numbers, and personal email address from any mailing list maintained by the district unless the list is only used by the district to contact the employee. (Government Code 3558, 6207, 6254.3)~~
3. The employee's home address, home telephone and personal cell phone numbers, and personal email address of an employee not performing law enforcement related functions if the employee has submitted a written request to the district to keep such information private. In such instances, the Superintendent or designee shall also remove the employee's home address, home telephone number, and personal cell phone number from any mailing list maintained by the district unless the list is only used by the district to contact the employee.

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

~~To provide accurate information,~~ The Superintendent or designee shall review the list of contact information for district employees at the beginning of each school year, or more often as appropriate.

Communication with Employees

~~Employee organizations may have access at reasonable times to areas in which employees work and may use district facilities at reasonable times for the purpose of meetings.~~

Subject to reasonable regulation by the district, employee organizations shall have access, at reasonable times, to the work areas of employees represented by the employee organization and to

district facilities for the purpose of meeting with employees represented by the employee organization. Access may be limited in instances where it would be disruptive to district operations. (Government Code 3543.1)

Additionally, subject to reasonable regulation, employee organizations may also use designated bulletin boards, mailboxes, and other means of communication to communicate with employees. (Government Code 3543.1)

~~Access to district means of communication shall be limited in cases where such access would be disruptive to district operations.~~

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

~~An employee organization that certifies~~ When an employee organization has certified to the district that it has and will maintain individual employee authorizations ~~shall handle and process employee written authorizations~~ for payroll deductions, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and the employees to whom they apply and shall not handle or process employee written authorizations for the employees represented by such employee organization. The district also shall not require a copy of the written authorization to be submitted by the employee organization, except when there is a dispute about the existence or terms of the written authorization. (Education Code 45060, 45168) ~~When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)~~

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process ~~employee~~ written authorizations from employee(s) represented by the employee organization and makes a

request for payroll deductions, the district shall request a copy of the employee's written authorization for an employee before making the payroll deductions for that employee. (Education Code 45060, 45168)

~~*State*~~
~~8 CCR 33015-33490: Recognition of exclusive representative; proceedings~~
~~8 CCR 33700-33710: Severance of established unit~~
~~Ed. Code 45060-45061.5: Deduction of fees from salary or wage payment; certificated employees~~
~~Ed. Code 45100.5: Senior classified management positions~~
~~Ed. Code 45104.5: Abolishment of senior classified management positions~~
~~Ed. Code 45108.5: Definition of senior classified management employees~~
~~Ed. Code 45108.7: Waiver of provisions of 45108.5~~
~~Ed. Code 45168: Deduction of fees from salary or wage payment; classified employees~~
~~Ed. Code 45220-45320: Merit system; classified employees~~
~~Gov. Code 3540-3549.3: Educational Employment Relations Act~~
~~Gov. Code 3540.1: Public employment; definitions~~
~~Gov. Code 3543.4: Management position; representation~~
~~Gov. Code 3545: Appropriateness of unit; basis~~
~~Gov. Code 3550-3552 : Prohibition on public employers deterring or discouraging union membership~~
~~Gov. Code 3555-3559: Public employee communication, information and orientation~~
~~Gov. Code 53260-53264: Employment contracts~~
~~Gov. Code 6205-6210 : Confidentiality of addresses for victims of domestic violence, sexual assault or stalking~~
~~Gov. Code 6215-6216: Address confidentiality for individuals who face threats or violence because of work for a public entity~~
~~Gov. Code 6503.5: Joint powers agencies~~
~~Gov. Code 7928.300: Personal information of agency employee~~
~~*Management Resources*~~
~~Court Decision: County of Los Angeles v. Service Employees International Union, Local 721, (2013) 56 Cal. 4th 905~~
~~Court Decision: Friedrichs v. California Teachers Association, et al., (2016) 136 S.Ct. 1083~~
~~Court Decision: Janus v. American Federation of State, County and Municipal Employees, Council 31, (2018) 138 S.Ct. 2448~~
~~Public Employment Relations Board Ruling: East Whittier School District, (2004) PERB Dec. No. 1727~~
~~Public Employment Relations Board Ruling:City of Sacramento, (2019) PERB Dec. No. 2702m~~
~~Website: CSBA District and County Office of Education Legal Services~~
~~Website: California Federation of Teachers~~
~~Website: California Public Employment Relations Board~~
~~Website: California School Employees Association~~
~~Website: California Teachers Association~~
~~Website: Association of California School Administrators~~
~~Website: CSBA~~

State
8 CCR 33015-33490: Recognition of exclusive representative; proceedings
8 CCR 33700-33710: Severance of established unit
Ed. Code 45060-45061.5: Deduction of fees from salary or wage payment; certificated employees
Ed. Code 45100.5: Senior classified management positions
Ed. Code 45104.5: Abolishment of senior classified management positions
Ed. Code 45108.5: Definition of senior classified management employees
Ed. Code 45108.7: Waiver of provisions of Education Code 45108.5
Ed. Code 45168: Deduction of fees from salary or wage payment; classified employees
Ed. Code 45220-45320: Merit system; classified employees
Gov. Code 3500-3511: Local public employee organizations
Gov. Code 3507.7: Representation of temporary employees
Gov. Code 3540-3549.3: Educational Employment Relations Act
Gov. Code 3540.1: Public employment; definitions
Gov. Code 3543.4: Management and confidential positions; representation

Gov. Code 3545: Appropriateness of unit; basis
Gov. Code 3550-3552: Prohibition on public employers deterring or discouraging union membership
Gov. Code 3555-3559: Public employee communication, information and orientation
Gov. Code 53260-53264: Employment contracts
Gov. Code 6205-6210: Confidentiality of addresses for victims of domestic violence, sexual assault, stalking, or child abduction
Gov. Code 6215-6216: Address confidentiality for individuals who face threats or violence because of work for a public entity
Gov. Code 6503.5: Joint powers agencies; agreement
Gov. Code 7928.300: Disclosure of employee contact information to employee organization
Management Resources
Court Decision: County of Los Angeles v. Los Angeles County Employee Relations Commission (2013) 56 Cal. 4th 905
Court Decision: Friedrichs v. California Teachers Association, et al. (2016) 136 S.Ct. 1083
Court Decision: Janus v. American Federation of State, County and Municipal Employees, Council 31 (2018) 138 S.Ct. 2448
Public Employment Relations Board Ruling: Regents of the University of California (2004) PERB Dec. No. 1700-H.
Public Employment Relations Board Ruling: Desert Community College District (2007) PERB Dec. No. 1921
Public Employment Relations Board Ruling: East Whittier School District (2004) PERB Dec. No. 1727
Public Employment Relations Board Ruling: City of Sacramento (2019) PERB Dec. No. 2702
Website: CSBA District and County Office of Education Legal Services
Website: California Federation of Teachers
Website: California Public Employment Relations Board
Website: California School Employees Association
Website: California Teachers Association
Website: Association of California School Administrators
Website: CSBA

Policy Adopted: ~~9/13/23~~ 06/05/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

HUMAN RESOURCES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Susan Salucci
Assistant Superintendent, Human Resources

BOARD MEETING DATE: May 8, 2024

BOARD AGENDA ITEM: Revision to Board Policy 4157/4257/4357 Employee Safety

BACKGROUND: Board Policy 4157/4257/4357 Employee Safety was updated to reference NEW LAW (SB 553, 2023) which requires, starting July 1, 2024, districts to establish, implement, and maintain at all times and in all work areas a workplace violence prevention plan with specified components.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 4157/4257/4357 Employee Safety at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: N/A

EMPLOYEE SAFETY

The Governing Board ~~of Trustees~~ is committed to maximizing employee safety and believes that workplace safety is ~~every employee's~~ the responsibility of every employee. Working conditions and equipment shall comply with ~~be maintained in compliance with~~ standards prescribed by federal, state and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

~~The Board expects~~ All employees expected to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, ~~he/she~~ the employee shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall make first aid materials readily available at district workplaces and shall make effective provisions to prepare for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for exercising any right regarding employee safety or health specified in Labor Code 6310, including:

1. Making a report of complaint
2. Instituting proceedings or causing proceedings to be instituted
3. Testifying with regard to employee safety or health
4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7
5. Requesting access to injury or illness reports and records
6. Exercising any other right protected the Occupational Safety and Health Act

~~(cf. 4117.4 - Dismissal)~~
~~(cf. 4118 - Suspension/Disciplinary Action)~~
~~(cf. 4218 - Dismissal/Suspension/Disciplinary Action)~~

~~The Superintendent or designee shall establish and implement a written injury and illness prevention program in accordance with law. (Labor Code 6401.7)~~

~~(cf. 3514 - Environmental Safety)~~
~~(cf. 3514.1 - Hazardous Substances)~~
~~(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)~~
~~(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)~~
~~(cf. 4119.43/4219.43/4319.43 - Universal Precautions)~~
~~(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)~~

(cf. 4157.2/4257.2/4357.2 - Ergonomics)
(cf. 4158/4258/4358 - Employee Security)

The Board shall ensure that the Superintendent or designee provides eye protective devices as specified in law and administrative regulation.

No employee shall be discharged or discriminated against for making complaints, instituting proceedings or testifying with regard to employee safety or health, or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7. (Labor Code 6310)

Legal Reference:
EDUCATION CODE
32066 Safety: public and private institutions
32030-32034 Eye safety
32225-32226 Communication devices in classrooms
32280-32289 School safety plans
44984 Required rules for industrial accidents and illness leave of absence
GOVERNMENT CODE
3543.2 Scope of bargaining
LABOR CODE
3300 Definitions
6305 Occupational safety and health standards; special order
6310 Retaliation for filing complaint prohibited
6401.7 Injury prevention programs
6400-6413.5 Responsibilities and duties of employers and employees
CODE OF REGULATIONS, TITLE 8
3203 Injury and illness prevention program
5095-5100 Control of noise exposure
3400 Medical services and first aid
CODE OF FEDERAL REGULATIONS, TITLE 29
1910.95 Noise standards
Management Resources:
CAL/OSHA PUBLICATIONS
Guide to Developing Your Workplace Injury and Illness Prevention Program, revised April 1998
DHHS PUBLICATIONS
Preventing Occupational Hearing Loss - A Practical Guide, June 1996, Department of Health and Human Services (National Institute for Occupational Safety and Health)
WEB SITES
OSHA: http://www.osha.gov
Cal/OSHA: http://www.dir.ca.gov/occupational_safety.html
Centers for Disease Control and Prevention: http://www.cdc.gov
National Institute for Occupational Safety and Health: http://www.cdc.gov/niosh
National Hearing Conservation Association: http://www.hearingconservation.org

State
17 CCR 2508: Reporting of communicable diseases
8 CCR 14000-14316: Occupational injury or illness reports and records
8 CCR 3203: Injury and illness prevention program
8 CCR 3204: Access to employee exposure and medical records
8 CCR 3400: Medical services and first aid
8 CCR 5095-5100: Control of noise exposure
8 CCR 5193: Bloodborne pathogens
Ed. Code 32030-32034: Eye safety
Ed. Code 32225-32226: Communications devices in classrooms
Ed. Code 32280-32289.5: School safety plans
Ed. Code 44984: Required rules for industrial accident and illness leave
Gov. Code 3543.2: Scope of representation
Lab. Code 1139: Worker's rights in emergencies
Lab. Code 132a: Workers' compensation; nondiscrimination
Lab. Code 3300: Definition of employer
Lab. Code 6305: Occupational safety and health standards; special order
Lab. Code 6310: Retaliation for filing complaint prohibited
Lab. Code 6325: Prohibition of entry into place of employment
Lab. Code 6400-6413.5: Responsibilities and duties of employers and employees
Lab. Code 6401.7: Injury and illness prevention program
Lab. Code 6401.9: Workplace violence prevention plans
Federal
17 CFR 2508: Reporting of communicable diseases
29 CFR 1910.1030: Bloodborne pathogens
29 CFR 1910.95: Noise standards
29 CFR 651-678: Occupational safety and health
8 CFR 14000-14316: Occupational injury or illness reports and records
8 CFR 3204: Access to employee exposure and medical records
8 CFR 5193: Bloodborne pathogens
Management Resources
CA Department of Industrial Relations Publication: Guide to Developing Your Workplace Injury and Illness Prevention Program, rev. August 2005
Website: CSBA District and County Office of Education Legal Services
Website: National Institute for Occupational Safety and Health
Website: U.S. Department of Labor, Occupational Safety and Health Administration
Website: California Department of Industrial Relations, Occupational Safety and Health
Website: National Hearing Conservation Association
Website: CSBA
Website: Centers for Disease Control and Prevention

Policy Adopted: ~~05/11/2011~~ 6/05/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California