

REGULAR BOARD MEETING

12/12/2022 [03:00 PM]

REGULAR BOARD MEETING OF DECEMBER 12, 2022 *****REVISED AGENDA*****

For the Regular Board Meeting of December 12, 2022, at 3:00 p.m., in the Redwood CDEF meeting room at the Jim Vidak Education Center, 6200 S. Mooney Blvd., Visalia, California.

1. CALL TO ORDER

- a. Pledge of Allegiance
- b. Welcome

2. ANNUAL ORGANIZATIONAL MEETING/ELECTION OF NEW OFFICERS

2.a. [pursuant to Education Code Section 1009], Encl. No. 1

1. Oath of Office, Board of Education Members: Trustee Area 1, Celia Maldonado-Arroyo; Trustee Area 4, Judy Coble; and Trustee Area 7, Antonio Rodriguez -- **Tim A. Hire**
2. Election of President -- **Tim A. Hire**
3. Election of Vice President -- **(New President)**
4. Adoption of 2023 Tulare County Board of Education Meeting Dates -- **(New President)** Encl. No. 2

3. ADA ACCOMMODATION REQUIREMENT

Persons who are in need of a disability-related modification or accommodation in order to participate in the board meeting must make a request in writing to the Office of the County Superintendent of Schools, 6200 South Mooney Boulevard, Visalia, California, P.O. Box 5091, 559/733-6301. A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be made as soon as possible and no later than 2 days before the meeting. The agenda, agenda packet and any written documents distributed to the board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act.

Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of a regular board meeting at the Tulare County Office of Education, 6200 South Mooney Boulevard, Visalia, California.

4. PUBLIC COMMENTS

Members of the public may address the board on any agenda item, or other item of interest within the subject matter jurisdiction of the board during the public comment period. Agenda items may also be

addressed by the public at the time they are taken up by the board. The board is not able to discuss or take action on any item not appearing on the agenda. A five-minute time limit can be imposed on public input for individuals/issues as deemed necessary.

5. ACTION ITEMS

5.a. Routine Matters

5.a.a. Consent Calendar -- Consideration and Approval

- a. Approval of Minutes for the Regular Board Meeting of November 9, 2022, Encl. No. 3
- b. Authorization of Countywide Registration of Credentials, Encl. No. 4
- c. Authorization of Temporary County Certificates, Encl. No. 5
- d. Authorization of Countywide Emergency Permit Applications, Encl. No. 6
- e. Acceptance of Donation from Dumont Printing Donation (\$600) to Expanding Your Horizons, Encl. No. 7
- f. Acceptance of Donation from IDEA Printing & Graphics (\$555) to Expanding Your Horizons, Encl. No. 8
- g. Acceptance of Donation from Judy Bedell (\$100) to Expanding Your Horizons, Encl. No. 9
- h. Acceptance of Donation from Office Depot (\$300) to Expanding Your Horizons, Encl. No. 10
- i. Acceptance of Donation from PepsiCo Food Service (\$740) to Expanding Your Horizons, Encl. No. 11
- j. Acceptance of Donation from EECU (\$800) to Expanding Your Horizons, Encl. No. 12
- k. Acceptance of Donation from San Joaquin Valley College (\$675) to College Night, Encl. No. 13
- l. Acceptance of Donation from College of the Sequoias (\$2,500) to College Night, Encl. No. 14

5.b. Old Business

5.b.a. Consideration and Approval, Second Reading, Board Policy 6173 - Education for Homeless Children -- **Courtney Venegas**, Encl. No. 15

5.b.b. Consideration and Approval, Second Reading, Administrative Regulation 6173 - Education for Homeless Children -- **Courtney Venegas**, Encl. No. 16

5.c. New Business

5.c.a. Consideration and Approval, Resolution No. 22/23-09 Exception to the 180-Day Waiting Period for Retirees (VUSD-Delgado) -- **Sarah Smigiera**, Encl. No. 17

5.c.b. Presentation of the 2023 CAC Calendar -- **Anthony Martin and Sally Fernandes**, Encl. No. 18

5.c.c. Consideration and Approval, Resolution No. 22/23-10, Authorize TCOE to Submit Application for Two Alternative Fuel Vehicles -- **Dianne Shew**, Encl. No. 19

5.c.d. Consideration and Approval, Resolution No. 22/23-11, Authorize Dianne Shew as Administrator to Alternative Fuel Vehicles -- **Dianne Shew**, Encl. No. 20

5.c.e. Consideration and Approval, MOU - Sacramento County Office of Education and TCOE/CFNLP (July 1, 2022 - June 30, 2024) -- **Lynne Goodwin**, Encl. No. 21

5.c.f. Consideration and Approval, Budget Revisions through October 31, 2022 -- **Jody Arriaga**, Encl. No. 22

5.c.g. Consideration and Approval, First Interim Report as of October 31, 2022 -- **Jody Arriaga**, Encl. No. 23

5.c.h. Review of the 2023-2024 Proposed Budget Calendar -- **Jody Arriaga**, Encl. No. 24

5.c.i. Consideration and Approval, TCOE Special Education Schools Plan for Student Achievement for 2022-2023 -- **Tammy Bradford**, Encl. No. 25

5.c.j. Consideration and Approval, TCOE Court Schools Plan for Student Achievement for 2022-2023 - **Sarah Hamilton**, Encl. No. 26

5.c.k. Consideration and Approval, TCOE Community Schools Plan for Student Achievement for 2022-2023 -- **Sarah Hamilton**, Encl. No. 27

6. INFORMATION (Non-Discussion Items)

- a. Letters and Communication/Correspondence
- b. Reports from Superintendent and Staff
- c. Reports from Board, Information and Questions

7. NEXT SCHEDULED BOARD MEETING

- a. **January 11, 2023 - 3:00 p.m.**

8. ADJOURNMENT

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tim A. Hire
Tulare County Superintendent of Schools

SUBJECT:

Annual Organizational Meeting

DESCRIPTION/SUMMARY:

Pursuant to Education Code 1009, the county board of education must hold an organizational meeting every year. The purpose of the organizational meeting is to accomplish the following: (1) Swear in and officially seat newly elected/appointed board members; (2) Elect a president and vice president for the following year; and (3) Adopt a schedule/calendar of regular meetings. Each year the board sets a date for the organizational meeting to take place on or after the 2nd Friday in December which coincides with the beginning and ending terms of office for board members. For scheduling purposes, TCOE's 1st Interim Report must be reviewed, approved, and certified by December 15th each year also.

FINANCING:

N/A.

RECOMMENDATION:

Hold Organizational Meeting.

*Note: AB 2449 became effective January 2019. This legislation changed the date for the beginning and ending terms of office for county board of education members from the last Friday in November to the 2nd Friday in December. It also changed the date for county board organizational meetings to be held on or after the 2nd Friday in December.

**TULARE COUNTY BOARD OF EDUCATION
2023 BOARD MEETING DATES**

Tulare County Office of Education
6200 S. Mooney Blvd., Visalia, California
3:00 p.m. in the Redwood CDEF meeting room, second Wednesday
of each month unless otherwise indicated

<p><u>JANUARY</u> January 11</p>	<p><u>JULY</u> July 19 (this month it falls on 3rd Wednesday)</p>
<p><u>FEBRUARY</u> February 8</p>	<p><u>AUGUST</u> August 9</p>
<p><u>MARCH</u> March 8</p>	<p><u>SEPTEMBER</u> September 13</p>
<p><u>APRIL</u> April 12 – 10:00 a.m. SCICON 41569 Bear Creek Road, Springville</p>	<p><u>OCTOBER</u> October 11</p>
<p><u>MAY</u> May 10</p>	<p><u>NOVEMBER</u> November 8</p>
<p><u>JUNE</u> June 14</p>	<p><u>DECEMBER</u> December 13</p>

**TULARE COUNTY BOARD OF EDUCATION
MINUTES**

The Tulare County Board of Education met on Wednesday, November 9, 2022, at 3:00 p.m. for a regular board meeting in the Redwood CDEF meeting room at the Jim Vidak Education Center, 6200 S. Mooney Boulevard, Visalia, California.

PRESENT Board Members Tom Link, President
Joe Enea, Vice President
Judy Coble
Pat Hillman
Debby Holguin (3:01 p.m.)
Celia Maldonado-Arroyo
Chris Reed
Tim A. Hire, Ex-Officio Secretary

PRESENT Staff Members Julie Berk, Assistant Superintendent, Student Support Services
Dr. Fernie Marroquin, Assistant Superintendent, Business Services
Andrea Perez, Assistant Superintendent, District Support Services
Dedi Somavia, Assistant Superintendent, Human Resources
Tammy Bradford, Assistant Superintendent, Special Services
Rob Herman, Communications Director
Jennifer Fisher, Administrative Secretary
Lynne Goodwin, Administrator, CFNLP
Jeff Ramsay, Director, General Services
Courtney Venegas, Coordinator, Foster Youth Services
Tony Cavanagh, Manager, CHOICES School Safety Program
Frank Silveira, Administrator, CHOICES Programs
Nayirah Dosu, Communications Specialist
Isaac Celedon, System Support Specialist, Information Systems
Jordan Davis, System Support Specialist, Information Systems
Bruce Storer, Director, Information Systems

GUESTS Guests as listed in the register including Igor Avanto, Caron Borba, Gary Reed, Adrienne Hillman, Bret Hillman, Scot Hillman, Bill Postlewaite, Tony Rodriguez, Bobbie Vidak, Jim Vidak, and Joshua Whiteside.

CALL TO ORDER Board President Tom Link welcomed everyone and called the meeting to order.
Pledge of Allegiance/ Pat Hillman led the Pledge of Allegiance.
Welcome

RECEPTION Mr. Hire announced that this will be Pat Hillman's final board meeting with Tulare County Office of Education. He thanked her for her service of 25 years to the Board and the Tulare County Office of Education and presented her with a certificate of recognition and appreciation.

Mrs. Hillman thanked Mr. Hire. She has been actively involved in education in Tulare County for over 90 years, first as a student, then as a parent, teacher, and board member. She introduced Bill Postlewaite, retired Superintendent for Tulare City School District, Jim Vidak, retired Tulare County Superintendent of Schools and Tim Hire, County Superintendent and thanked them for their work. She also introduced and thanked her fellow board members. Mrs. Hillman welcomed Tony Rodriguez, past Superintendent of Tulare Joint Union High School District, who will take over next month as a new board member. She recognized the 1,850 employees who work behind the scenes. She introduced and recognized two of her four children. Her daughters live out of state but her sons, Scot and Bret Hillman, were in attendance.

The board members congratulated and thanked Pat for her service, friendship, encouragement and mentoring. Audience members shared stories about Mrs. Hillman's influence and contribution to their lives and the community. She thanked everyone for sharing. Mr. Hire invited everyone to enjoy some refreshments. After refreshments, Mr. Link called the meeting back to order at 3:30 p.m.

ADA
ACCOMMODATIONS

Mr. Link announced that ADA accommodations had been met.

PUBLIC COMMENT

Members of the public did not address any matter of jurisdiction.

CONSENT CALENDAR

It was moved by Enea, seconded by Maldonado-Arroyo to approve the consent calendar to include minutes for the Regular Board Meeting of October 12, 2022, Countywide Registration of Credentials, Temporary County Certificates, Emergency Permits and listed donation. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Hillman, Holguin, Link, Maldonado-Arroyo, and Reed.

SECOND READING OF
BOARD/
SUPERINTENDENT
POLICY 1312.3
UNIFORM
COMPLAINT
PROCEDURES

Dedi Somavia requested the Board's approval of the Board/Superintendent Policy 1312.3, Uniform Complaint Procedures. Most of the changes to the policy are additions regarding health and safety for state preschool. It was moved by Reed, seconded by Hillman to approve Board/Superintendent Policy 1312.3, Uniform Complaint Procedures. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Hillman, Holguin, Link, Maldonado-Arroyo, and Reed.

SECOND READING OF
BOARD/
SUPERINTENDENT
POLICY 1312.4
WILLIAMS
COMPLAINT
POLICIES AND
PROCEDURES

Dedi Somavia asked the Board to approve the Board/Superintendent Policy 1312.4, Williams Complaint Policies and Procedures. This complaint procedure specifically relates to any complaint regarding deficiencies of instructional materials, condition of school facilities, and teacher vacancies or misassignments. It was moved by Coble, seconded by Maldonado-Arroyo to approve Board/Superintendent Policy 1312.4, Williams Complaint Policies and Procedures. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Hillman, Holguin, Link, Maldonado-Arroyo, and Reed.

SECOND READING OF
BOARD POLICY
5141.21
ADMINISTERING
MEDICATION AND
MONITORING
HEALTH

Julie Berk requested approval for Board Policy 5141.21, Administering Medication and Monitoring Health. Having this medication on campus allows sites to take care of students, not just for an overdose but because of the danger of taking a single pill of fentanyl. It was moved by Reed, seconded by Enea to approve Board Policy 5141.21, Administering Medication and Monitoring Health. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Hillman, Holguin, Link, Maldonado-Arroyo, and Reed.

PRESENTATION OF
ROCKFORD SCHOOL
DISTRICT

Mr. Link called on Caron Borba for the presentation about Rockford School District. Ms. Borba shared her personal connections with Rockford which started with her teaching, then becoming a board member and later Superintendent. The school originally started in 1868. The last modernization was in 1989. Rockford has 15 full time teachers, eight instructional aides and a committed maintenance staff.

Ms. Borba shared math and English achievement data in comparison to the county and graduation requirements for 8th grade students. In order to address learning loss from the pandemic, Rockford has contracted with TCOE for professional development, coaching and the implementation of PLCs across grade spans. Her presentation included photos of student field trips, student, school and community events, and a video clip from their video editing elective class. Rockford has great parent involvement with a lot of generational family support. They have hosted an annual spring dinner for 65 years.

Eighty percent of Rockford's enrollment is inter-district transfers with a total enrollment of 311 students. Rockford received a donation that allows them to provide scholarships for graduating seniors. Rockford's annual graduating class is 30 to 40 students who attend Summit Charter Collegiate Academy (Burton) and Harmony Magnet Academy (Porterville), Monache and Porterville High Schools.

The Board and Mr. Hire thanked Ms. Borba for her presentation.

FIRST READING OF
BOARD POLICY 6173
EDUCATION FOR
HOMELESS
CHILDREN

Courtney Venegas advised the Board this was the first reading of the Board Policy 6173, Education for Homeless Children. The updates and revisions to the policy are activities that our office has already implemented. Action will be taken on this agenda item at the December board meeting.

FIRST READING OF
ADMINISTRATIVE
REGULATION 6173
EDUCATION FOR
HOMELESS
CHILDREN

Courtney Venegas advised the Board this was the first reading of the Administrative Regulation 6173, Education for Homeless Children. The updates and revisions to this regulation incorporate our office's current practices. Action will be taken on this agenda item at the December board meeting.

PRESENTATION OF
WILLIAMS/
VALENZUELA
UNIFORM
COMPLAINT REPORT
THIRD QUARTER 2022

Dedi Somavia presented the Williams/Valenzuela Uniform Complaint Report for the Third Quarter of 2022. There were no complaints received during this period in any areas. This was an informational item only.

CONTRACT
AMENDMENT STATE
OF CALIFORNIA
DEPARTMENT OF
HEALTH CARE
SERVICES 21-10068
A03

Lynne Goodwin requested approval of the Contract Amendment to the State of California – Department of Health Care Services, 21-10068 A03. This amendment adds \$500,000 for the infrastructure of California Friday Night Live Partnership. It was moved by Enea, seconded by Holguin to approve the Contract Amendment to the State of California – Department of Health Care Services, 21-10068 A03. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Hillman, Holguin, Link, Maldonado-Arroyo, and Reed.

CALIFORNIA
DEPARTMENT OF
EDUCATION
AGREEMENT
CN220114

Lynne Goodwin asked the board to approve California Department of Education Agreement, CN220114 for \$1,000,000. This funding is a two-year grant to augment infrastructure, training, and building capacity in all of the counties that have the Friday Night Live program. It was moved by Hillman, seconded by Maldonado-Arroyo to approve California Department of Education Agreement, CN220114. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Hillman, Holguin, Link, Maldonado-Arroyo, and Reed.

INFANT
DISCRETIONARY
FUND GRANT 2021-
2022

Tammy Bradford requested the Board's approval for the Infant Discretionary Fund Grant 2021-2022 for \$102,029. This grant supports the services provided through our Bright Start program for infants, birth to three years old. This program serves just under 1,100 children, which is the largest infant serving program in the state. It was moved by Reed, seconded by Enea to approve the Infant Discretionary Fund Grant 2021-2022. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Hillman, Holguin, Link, Maldonado-Arroyo, and Reed.

SPECIAL EDUCATION ALTERNATE DISPUTE RESOLUTION GRANT 2022-2023 Tammy Bradford requested approval for the Special Education Alternate Dispute Resolution Grant 2022-2023 for \$14,922. The funds are used for TCOE staff and the directors of special education from the districts to attend an annual alternate dispute resolution training provided by the state. It was moved by Maldonado-Arroyo, seconded by Holguin to approve the Special Education Alternate Dispute Resolution Grant 2022-2023. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Hillman, Holguin, Link, Maldonado-Arroyo, and Reed.

AUTHORIZATION TO SEEK PROPOSALS FOR STUDENT TRANSPORTATION SERVICES Jeff Ramsay asked for authorization to seek proposals for Student Transportation Services. The current contract for transportation of Special Services students will expire June 2023. It was moved by Hillman, seconded by Coble to authorize to seek proposals for Student Transportation Services. Motion carried with the following votes: Ayes: Coble, Enea, Hillman, Holguin, Link, Maldonado-Arroyo, and Reed.

SET DATE FOR ANNUAL ORGANIZATIONAL MEETING Tim Hire asked the Board to approve setting a date for the annual organizational meeting to elect officers for the following year and adopt a schedule or calendar of regular meetings for 2023 to take place on December 12, 2022. It was moved by Hillman, seconded by Maldonado-Arroyo to set the date of December 12, 2022 as the annual organizational meeting. Motion carried with the following votes: Ayes: Coble, Enea, Hillman, Holguin, Link, Maldonado-Arroyo, and Reed.

SUPERINTENDENT'S REPORT Superintendent Hire thanked the staff and the Board for a wonderful Excellence in Education ceremony. CHARACTER COUNTS! hosted the Provident-Salierno Family Foundation Awards, which recognized students of character. Nominators attended the event in support of their students. The top six students were recognized along with 24 finalists. Expanding Your Horizons was this past weekend which hosted 550 students from 31 schools. Mr. Hire asked Andrea Perez to share a story about a parent volunteer whose child attended the event 17 years ago and is now studying aerospace engineering. Mr. Hire thanked Chris Reed for setting up the Holiday Village again this year.

Upcoming events include the TUPE/FNL Leadership Training which will be November 16, 8:30 a.m. to 3:00 p.m. at the Visalia Wyndham Hotel for students in grades 6-8. We are hosting the Theatre Company's production of *Disney's Moana Jr.* in Redwood Conference Center. There will be performances on Thursday and Friday evening and two performances on Saturday. Tickets are available online. Run, Hide, Fight, a school safety training in partnership with Tulare County Sheriff's Office will be on December 6, 1:00 to 3:00 p.m. in the

Redwood Conference Center. Please remember that the Fall Institute for Board members is now called the District Leadership Institute, which will be January 19.

On Friday of last week, Mr. Hire, Daniel Cordeniz, Frank Silviera and Rob Herman presented ActVnet to Los Angeles Unified School District and Los Angeles School Police Department. LAUSD is the largest school district in the state of California and the second largest district in the nation. Our program would only require minor changes to meet the needs of their complex organization. Mr. Hire is extremely proud of staff and partners who supported the development of ActVnet. Joe Enea suggested presenting at next year's CSBA Annual Education Conference. Judy suggested also presenting at the California County Boards of Education Annual Conference. Mr. Hire shared information about the other county offices throughout the state that have attended or scheduled presentations.

Mr. Hire expressed his appreciation to Dedi Somavia and her staff for their helping with the additional staff, an office manager, three graphic arts, two project managers and a director that are needed for the expansion of ActVnet. Additionally, he announced that a new building was leased to house the program and additional staff. Jeff Ramsay and Julie Berk's maintenance staff collaborated on a recent construction project for the new building's office space.

Mr. Hire explained that the program is designed to be activated by law enforcement and used by first responders and school staff primarily. Currently, 22 districts have contracted with ActVnet with 56 schools in the set up process. Judy asked if the Board could visit the new ActVnet facility once the construction is complete and staff are on-site. It was suggested as a future Board meeting or study session site.

NEXT SCHEDULED
MEETING

December 12, 2022 (Monday) at 3:00 p.m. Redwood Rooms CDEF

ADJOURNMENT

Meeting adjourned at 4:40 p.m.

CREDENTIALS REGISTERED

December 12, 2022

220262425	SUBP	EM	ABUNDES MARISOL
220266273	TC14	ML	AGUIAR KELLE G
220269046	TC10	SL	AGUILAR JR ARTURO
220248033	TC1	CL	AGUILAR STEVEN
220266583	TC13	SL	AGUSTIN KIMBERLY
220258920	TC2	CL	ALCALA ANGELICA C
220265740	SUBP	EM	ALCANTAR TAPIA MARISOL
220247272	P12A	CD	ALCARAZ GONZALEZ AMPARO Y
220265168	TC13	ML	ALDACO CLAUDIA G
220262542	P12E	CD	ALDACO CLAUDIA G
220267168	TC14	SL	ALGHONAYM AMARA C
220250491	TC10	ML	ALVARADO ALYSSA N
220237070	TC1	CL	ALVARADO JUAN V
220260039	TC2	CL	ANDERSON ALTAGRACIA E
W22001737	SUBP	WV	ANDRADE TORRES JULIAN
220266496	TC13	ML	ANGUIANO JENNIFER
220269219	SUBP	EM	ARCEO SOLORIO MARYLYNN
220260865	SUBT	EM	ARCHULETA BRIAN
220266920	TC10	ML	ARREOLA RUEBEN
220269234	TC14	SE	ARROYO-RICO BASILIO
220268566	SUBP	EM	ARTEAGA RICO JOSE L
220252234	SUBP	EM	ATKIN CHRISTOPHER T
W22001740	SUBP	WV	AVALOS MARCOS
W22001738	SUBP	WV	AVIANEDA YESENIA
220249309	TC10	ML	AVINA KELSIE K
220247765	SUBP	EM	BACA JACQUELINE
220259662	SUBT	EM	BACA JESSICA
W22001719	SA17	WV	BACCI LISA
220250689	TC10	SL	BAFFO BRIANA
220266501	TC13	SE	BARAJAS KATHLEEN
220265732	SUBP	EM	BARNES BRIGETTE
W22001779	SUBP	WV	BAUER KAYCEE
220257693	TC2	IN	BEARD EMMA R
220249371	SUBP	EM	BEARDSLEY MCKENZIE E
220257695	TC10	ML	BERBEREIA ASHLEY
220252361	SUBP	EM	BERGER RICHARD H
220257152	SUBP	EM	BERMUDEZ-VARGAS ALEJANDRO
W22001736	SUBP	WV	BLASQUEZ JAMIE
220249265	SC1A	CL	BOCHAT JUDITH E

220180070	TC3S	CL	BODILY RICHARD
220253369	SUBP	EM	BORJON ELIZA M
220112396	TC2	CL	BRAUN ANNALIESE
220251225	SUBP	EM	BROCKWAY BROOKLYN L
220246622	TC1	CL	BROOKS MATTHEW L
220135018	SUBP	EM	BROWN ANDREW
220247943	SUBP	EM	BRUMLEY AUSTIN W
220252182	SUBP	EM	BUDEAN JACOB
220173922	SUBP	EM	BUGNI BRITT
220264118	TC13	SL	BUZANI ANA I
220248884	SUBP	EM	CABALLERO DANIEL
220259207	SUBP	EM	CABRERA ISAIAS
220265161	TC13	ML	CABRERA SYDNEE A
220267760	SUBP	EM	CALDERON KARMINE
220246312	SUBP	EM	CALDERON PATRICIA
220248369	SUBP	EM	CAMARENA MARCUSSEN
220257702	TC10	SE	CAMPOS JUAN C
220263051	TC1	CL	CAMPOS MARK A
220256293	SUBP	EM	CANTU STEVEN A
220254670	SUBP	EM	CARDENAS ADRIANA
220247394	P12C	CD	CARRANZA JOVITA A
220259200	SUBP	EM	CARRILLO ADRIANA
220250890	SUBP	EM	CARRILLO EILEEN E
220254631	TC2	CL	CASTILLO CANDACE C
220264529	SUBP	EM	CASTILLO MATTHEW C
220251404	SUBP	EM	CASTILLO WHITNEY
220262968	P12B	CD	CAVAZOS KIMBERLY M
220249493	SUBP	EM	CEBALLOS GABRIELA
220259668	SUBT	EM	CEBALLOS MIREYA
220254076	SUBP	EM	CERVANTES STEPHANIE S
220253976	SUBP	EM	CHAREST CHELSIE
220264656	P12D	CD	CHAVEZ STEPHANIE R
W22001794	TC3S	WV	CHAVEZ-TOVAR JOEL
220248612	TC13	SL	CHRISTENSON PATIENCE
220249381	TC2	CL	CHRISTIANSEN BRIAN L
220262657	TC13	ML	CISNEROS-RAMOS IVAN
220246398	SUBP	EM	CLARK DENISE K
220264342	SUBP	EM	COELHO DOTTIE M
220264411	SUBP	EM	COLLINS RHONDA C
220263794	SC1A	CL	COLLINWOOD RORY
220261897	TC2	CL	CONARD TERESA A
220255912	SUBT	EM	CONNELLY JULIE N
220250495	TC10	SL	CORONA FABIAN
220268419	TC13	SE	CORONADO MICHELLE D
220255909	SUBT	EM	COSPER RYAN J
220261733	TC13	SL	COSTA JUSTINE
220268422	TC13	SE	COTA KRISTEN K

220121338	SC5	CL	COUNCIL MELVIN
220265637	TC2	CL	CRABTREE BRIAN K
220267591	TC13	ML	CREECH LINDZEE M
220254004	TC2	CL	CRUMLY BETSY L
220215606	P12C	CD	CRUZ CARMINA
220255587	SUBP	EM	CUEVAS OMAR M
220246797	SC1A	CL	DARGO DONALD B
220255630	SUBP	EM	DAVIS CHRISTINA L
220269209	SUBP	EM	DAVIS HUNTER N
220263948	P12C	CD	DE LA CERDA JOVITA
220208668	SC5	CL	DE LEON JOSE L
220261017	SC1A	CL	DE LONG JOHN B
220261008	TC1	CL	DE LONG JOHN B
W22001869	SC8	WV	DEAN MAKAYLA R
220247893	TC1	CL	DEES MANDEE N
220253805	SC1A	P5	DEL RIO CHELSEA L
220263948	P12C	CD	DELACERDA JOVITA J
220250348	TC10	SL	DELGADO ESIAS J
220268555	SUBP	EM	DIAZ ANTONIO J
220251554	SUBP	EM	DILLON BENJAMIN L
220259740	SUBT	EM	DIOGO KATELIN N
220261689	SC1A	CL	DIXON KARIN
220262245	TC2	CL	DO CANTO MARGARET F
220233175	TC1	CL	DOWNES MADELYN
220262106	SUBP	EM	DUCKWORTH MEGAN N
220252294	TC1	P5	DUFFEK ANDREW
220263099	TC2	CL	DUNCAN LISA M
220266013	SUBP	EM	EMERSON, MADISON
220269143	SUBP	EM	ENEA LISA J
220249369	TC1	CL	ESCALANTE JASMINE Q
220255076	SUBP	EM	ESPINOZA-SALAS MIRIAN Y
220267904	TC3S	IN	ESTRADA-NUNEZ MARIO
220255091	SC1A	CL	FACIO JESSICA
220263578	P12B	CD	FERNANDEZ ERNESTINA
220265386	TC13	SL	FERNANDEZ JACOB
220263004	P12E	CD	FERNANDEZ LUPE R
220242748	SUBP	EM	FERNANDEZ NAVARRO GLADYS
220259457	TC10	ML	FLORA JOSHUA M
220265001	SUBT	EM	FLORES JANET
220266488	TC13	SE	FLORES-HERNANDEZ LYDIA
220246814	SUBP	EM	FRANCO FABIOLA
220269497	SUBP	EM	FUSTON QUARAYA
220257851	SUBP	EM	GALLEGOS ARMANDO J
220264148	TC13	SL	GALVAN MITCHELL
220255410	SUBT	EM	GAMINO AREVALO CARMEN M
220252173	TC13	ML	GARCIA CRYSTAL
220267271	SUBP	EM	GARCIA DANIEL A

220157633	TC2	CL	GARCIA EVELIA
220265734	SUBP	EM	GARCIA FERNANDO
220262262	TC2	CL	GARCIA III SALVADOR
220262869	P12B	CD	GARCIA JENNIFER
220262205	TC13	ML	GARCIA MARIAH
220252150	SUBP	EM	GARCIA MARIBEL
220265734	SUBP	EM	GARCIA FERNANDO
220254388	P12E	CD	GARDNER-MARTINEZ TERRI
190108701	TC2	CL	GARRISON DANIELLE
220261022	TC2	P5	GARRISON TINA
220263985	SC1A	P5	GARRISON TINA
220248953	TC1	P2	GASCA ALBERTO
220246942	SUBP	EM	GAXIOLA NADIA A
220255557	SUBP	EM	GERCHENZON ANDREA K
220254093	TC13	ML	GILBERT MACKENZIE M
220266897	SUBP	EM	GILL COREY L
220268563	SUBP	EM	GOBEL TAMMY L
220246511	SUBP	EM	GOBLE JEFFREY P
220251279	TC4T	P3	GODINEZ NATALIE
220251279	CTE	P3	GODINEZ NATALIE
220262244	SUBP	EM	GOMES GINA M
220262904	SUBP	EM	GOMEZ CHRISTOPHER
220269217	SUBP	EM	GOMEZ JACQUELINE I
220233449	SC5	CL	GOMEZ JAVIER
220264214	SUBP	EM	GOMEZ MICHELLE A
220262623	SUBP	EM	GOMEZ YOLANDA
220249979	P12C	CD	GONZALEZ ALMANZA GABRIELA
220246604	SUBP	EM	GONZALEZ ASHLEY
220172959	SC5	CL	GONZALEZ JESSICA
220253597	SUBP	EM	GOULD VALERIE
220268428	TC13	SL	GUERRERO RICHARD A
220248759	TC10	ML	GUTIERREZ ANTHONY
W22001778	SUBP	WV	GUTIERREZ GONZALEZ GUSTAVO A
220269125	TC13	ML	GUTIERREZ JOHNNY
220265749	TLA1	AL	GUTIERREZ MIGUEL
220268398	TC13	ML	GUTIERREZ SAMANTHA R
220254714	SUBP	EM	GUTIERREZ XAVIER
220148738	TC2	P5	GUZMAN-AVALOS OSCAR
220255127	SUBP	EM	HALEY MARTHA J
220255142	SC1A	IN	HANDLEY RENEE J
220255360	TC2	CL	HANNAH LON J
220253614	SUBP	EM	HELMCAMP JENNIFER
220253884	TC13	ML	HERNANDEZ GABRIEL M
220266488	TC13	SE	HERNANDEZ LYDIA I
220248963	TC2	CL	HERNANDEZ MARIA M
220267621	TC13	ML	HERRERA ADRIANA
220251540	TC13	SE	HERRERA MARYBEL

220255977	SUBP	EM	HICKS TABITHA
220268510	SC5	CL	HIGGINS JEFFERY D
220263581	SUBT	EM	HIRAYAMA JEANETTE
220267245	TC2	CL	HOLLMAN HEATHER J
220256183	P12E	CD	HOOGLAND COURTNEE L
220251040	SA13	EM	HOVER MARGUERITE R
220241429	SUBP	EM	HOY MATTHEW
220260236	TC1	CL	HUNT DOUGLAS W
220260237	TC2	CL	HUNT DOUGLAS W
220262152	TC14	SE	HYDASH DANIEL
220257826	SUBP	EM	IBARRA ABEL
220248193	P12C	CD	IBARRA AIDE
220251273	SUBP	EM	IBARRA MONIQUE
220250984	SUBP	EM	JACKSON BRANDY
220257835	SUBP	EM	JACONETTI JOSLYN
220253358	SC1A	CL	JENKINS TRACEY E
220255311	TC2	CL	JENKINS TRACEY E
220253134	TC13	SL	JENSEN CHRISTOPHER C
220097634	TC2	CL	JENSEN-KNITTLE TIFFANY
220250594	TC10	ML	JIMENEZ EDWARD M
220261269	SUBP	EM	JIMENEZ JULIA M
220217313	SUBP	EM	JIMENEZ LISSETE
220250960	SUBP	EM	JIMENEZ NANCY C
220260803	P12F	CD	JIROUDI SHOKOUH
220267169	TC14	SE	JOHNSON HAILEY M
220250673	TC2	CL	JONES BLAKE R
220259671	TC2	CL	JONES MATTHEW D
220260961	SC1A	CL	JORGENSEN HEATHER J
220260960	TC1	CL	JORGENSEN HEATHER J
220268405	TC13	SE	JUAREZ SHALESA R
220259749	SUBP	EM	KNUDSEN JAMES J
220068791	SUBP	EM	KOGELSCHATZ BLUE
200086853	TC1	CL	KOS MIEKA
200086854	TC2	CL	KOS MIEKA
W22001883	SUBP	WV	KRAMLING JENNIFER A
220260063	SC1A	CL	KROUTIL KELLIE J
220260062	TC2	CL	KROUTIL KELLIE J
220267841	TC1	CL	KRUGER TAYLOR N
220257284	CTE	P3	KRUSEL JAMES M
220256648	SUBP	EM	KULWITZKY JORDAN H
220254486	TC2	CL	LAIRD MICHELLE L
220250670	SUBP	EM	LALONDE BRITTANY I
220262089	TC13	SL	LAMAS AMANDA N
220255197	TC1	P5	LAMATINA GABRIEL C
220264133	TC13	SL	LAMATINA GABRIEL C
220269101	TC13	ML	LAMBARENA JOSHUA
220254706	SUBP	EM	LANDEROS ABEL M

220247876	SUBP	EM	LARA-GARZA MARGARET
220269174	TC14	SE	LARIOS-GARCIA MAYRA G
220046759	SC5	CL	LEDESMA VICTOR
220264771	TC2	CL	LEE KELLY M
220247540	TC13	ML	LEMUS ADRIANA
220266486	TC13	SE	LEMUS NANCY R
220265145	TC13	SL	LENTZ ERIC R
220254759	SUBP	EM	LEON QUEVEDO DANIEL M
220248109	TC2	IN	LEONARDO JENNIFER L
220257867	TC2	CL	LINK-CANTRELL LESLIE D
220247486	TC3G	CL	LOPEZ BETHANY J
220265356	TC14	SE	LOPEZ DEBBIE L
220259102	SUBP	EM	LOPEZ VANESSA C
220262221	SC5	CL	LOPEZ VENANCIO
220270095	SUBP	EM	LOPEZ FELIX OSCAR
220265547	SUBP	EM	LOPEZ-JUAREZ JACQUELINE
220250983	SUBP	EM	LOSA SOLANO LORENA
220030037	SUBP	EM	LOVE REBECCA
210263358	SUBP	EM	LUNA ZANA
220255464	TC2	CL	LUSK STEPHANIE A
220215853	SUBP	EM	MAGANA ISABELLE
220265098	SUBP	EM	MAGANA MAX
220268287	SUBP	EM	MAQUEDA GUERRERO CRISTAL
220105942	SC5	CL	MARISCAL ROBERTO
220264109	P12B	CD	MARQUEZ ASMINDA
220251686	SUBP	EM	MARQUEZ BRYANNA J
220246911	SUBP	EM	MARROQUIN GARCIA SOCORRO
220257495	P12E	CD	MARTIN LUA SUSANA
220231672	TC2	CL	MARTINEZ SUZANNE
220228630	SUBP	EM	MATSUMOTO JOSHUA
220252379	SUBP	EM	MAZON JOE
220251987	SC1A	P5	MEDEROS PATRICK M
220145184	TC2	P5	MEDRANO-GONZALEZ JASMINE
220261734	TC14	SL	MEFFORD JENNA L
220259691	SC3A	PR	MEJDELL-AWBREY LUCINDA A
220268400	TC13	ML	MEJIA CASSIDY B
220258860	SUBP	EM	MENDEZ GUADALUPE
220267300	SUBT	EM	MENDEZ MARIBEL
210115011	TC2	P5	MENDOZA JESSICA
220262986	P12B	CD	MERAZ DELENE
220246273	SUBP	EM	MEZA ELIZABETH L
220204122	TC2	P5	MEZA MYRNA
220256168	SUBT	EM	MOISA JENNIFER E
220251949	P12B	CD	MOLINA MARITSA
220227262	SUBP	EM	MONREAL LORENZO
220258440	SUBP	EM	MONTANO NATHANAEL
220267670	TC14	SL	MORALES CYNTHIA

220255866	SUBT	EM	MORAN CATTRECE
220265948	SUBP	EM	MORILLON ESPINO EDITH
220249946	SUBT	EM	MORON GUZMAN ANA C
220247688	SUBP	EM	MORSE MACAYLA S
220255304	SUBP	EM	MOSQUEDA DANIEL E
220263261	SUBP	EM	MOSQUEDA-HERNANDEZ GUADALUPE
220265748	SUBP	EM	MOUA JOHNNY C
220246801	SUBP	EM	MULICK DIANA J
220262095	TC14	SL	MUNIZ RUBY V
220204356	SC5	CL	MUNOZ ABRAHAM
220264007	TC14	SE	MUNOZ JACQUELYN M
220267173	TC14	SL	MUNOZ SILVIA
220257098	TC3S	IN	MUNOZ YVETTE
220251383	SUBP	EM	NEWPORT HEATHER
220253733	TC2	CL	NGUYEN ANTHONY V
220265510	SUBP	EM	NIETO-ROSALES LISSETTE
220257080	SUBP	EM	NUNES ALEXANDER J
220252923	TC1	CL	NUNES NANCY M
220248219	P12B	CD	NUNEZ JOANNE M
220261842	SUBP	EM	OCHOA KARINA
220246960	SUBP	EM	OCHOA RAUL G
220267598	P12C	CD	ORNELAS SAN JUANITA
220248116	SUBP	EM	OROZCO ALICIA
220250382	TC2	CL	OROZCO ANGELINA
W22001752	SA14	WV	OROZCO VANESSA L
220261780	SC1A	P5	ORTEGA ERIKA D
220264073	TC13	SE	ORTEGA KATELYN
220255044	P12C	CD	PALAFOX ALMA A
210238558	SC5	CL	PALAFOX JOSE LUIS
220259269	SUBP	EM	PALAFOX JOSHUA
220262097	P12B	CD	PALOMO VIRGINIA N
220264230	TC2	CL	PAOLINI-LONG JENNIFER R
220246414	TC10	SE	PARKER SARAH E
220267466	SUBP	EM	PASSMORE COURTNEY L
220266620	TC13	SL	PAYPA WENDELL REE D
220257842	SUBP	EM	PENA DENISE
220244271	TC2	CL	PENFIELD MEGAN
220259162	TC1	CL	PENNEBAKER TONYA L
220263703	SC1A	CL	PERCH MEGAN D
220269060	SUBP	EM	PEREZ ALFREDO
220250146	SUBP	EM	PEREZ MIRIAM V
220252309	SUBP	EM	PEREZ SAMUEL A
220265146	SUBP	EM	PEREZ JR. RUBEN R
220216916	SA12	CL	PHELPS LUCRETIA
220254965	SUBP	EM	PINEDA JUAREZ INGRID A
220255113	SUBP	EM	PINHEIRO CHRISTOPHER R
220259346	SUBP	EM	PINZON TRISTAN

220267246	TC2	CL	PLANTENBERG MICHELLE D
220256054	TC1	CL	PORTILLO JR JOHN F
210097286	TC2	P5	PRADO VASQUEZ DAISY
220268750	P12C	CD	PRADO-FLORES BRENDA
220266029	SUBP	EM	PRIETO ROSANNE M
220263811	SUBP	EM	PRULL ANDREW W
220253138	SUBP	EM	PUGH CHARLOTTE M
220249776	SUBP	EM	PUTTHONGVILAI AMIRA G
220247176	TC2	CL	RAMIREZ SANDRA F
220258172	TC10	SE	RAMIREZ STEVEN
220261912	TC14	ML	RAMOS ARREDONDO NORMA P
220257036	TLA1	AL	RAMOS CHEYENNE S
220253949	SUBP	EM	RAMOS JUAN L
220264511	SUBP	EM	RAMOS LAURA
220250505	TC2	CL	RAMOS SYLVIA
220250506	TC3G	CL	RAMOS SYLVIA
220256163	SUBT	EM	RAYA MICHELLE
220263242	P12E	CD	RENDON IDA
220267620	TC13	SE	RENTA ROXANA
220262983	SUBP	EM	RESER MADISON E
220261880	SUBP	EM	REYES AMANDA
220263215	SUBP	EM	REYES ERIDANNI
220266629	TC13	SL	REYES JENNIFER A
220248307	SUBP	EM	RHYMAN MELISSA A
220248940	TC10	SL	RICE TAMARA K
W22001773	SUBP	WV	RIOS ALEXIS M
220248513	SUBP	EM	RIOS-MARTINEZ VERONICA
220231926	TC2	CL	ROBERSON SARAH
220257230	P12F	CD	RODRIGUEZ DE ANGUIANO BEATRIZ A
220264552	SUBP	EM	RODRIGUEZ FEDERICO
220265144	TC13	SE	RODRIGUEZ GALVAN JULISSA A
220248964	TC2	CL	RODRIGUEZ JANA E M
220107999	TC1	CL	RODRIGUEZ JIMMY
220251412	SUBP	EM	RODRIGUEZ MARTIN
220251094	TC13	SE	RODRIGUEZ REBECCA I
220262086	TC13	SL	RODRIGUEZ-ESPARZA MARIA F
220269049	TC10	ML	ROJAS LEANDRA D
220253354	TC13	ML	ROSALES GISSELA
220249400	SUBP	EM	ROWLAND ANDREA L
220256514	SUBP	EM	SAAVEDRA-PRECIADO AMAIRANY
220253360	TC13	SL	SAENZ GERARDO
220264312	SUBP	EM	SALINAS JESSICA N
220255271	SUBP	EM	SALINAS KRISTIAN P
220267895	TC10	SL	SANCHEZ CARLOS D
220248725	TC13	ML	SANCHEZ SANDRA
220257987	TC2	IN	SANCHEZ-ZUNIGA ANAKAREN
220265622	P12A	CD	SANDOVAL ELIZABETH

220261003	SC5	CL	SANTANA-GARCIA PATRICIA
220266300	P12A	CD	SANTILLAN ALVARADO ELVIRA
220265963	SUBT	EM	SANTILLAN-RAMOS VALERIA Y
220260126	P12C	CD	SANTOS COZETTE E
220249455	SUBP	EM	SANTOS DANNY M
220240453	TC2	CL	SANTOS KERI
220240452	TC1	CL	SANTOS KERI
220252284	SUBP	EM	SAUCEDO HANNAH A
220255490	TC2	CL	SCHELLENBERG CHERYL
220246829	TC1	CL	SCHIEFERLE COLE W
220262081	TC1	CL	SEITZ CHRISTOPHER D
220251189	SUBP	EM	SENG PHILA
220252704	TC4T	CL	SHAW JR DAVID R
220077511	TC2	CL	SHELLHAMER LEANNE
220250127	TC1	CL	SILVA JOSIAH M
220250128	SC1A	CL	SILVA JOSIAH M
220250885	SUBP	EM	SIMOES CHRISTOPHER M
220249268	TC1	IN	SIMON BRIANNA C
220217563	TC1	CL	SMITH ALEJANDRA
220255079	SC1A	CL	SMITH KATRINA M
220247265	SC1A	CE	SMITH OSCAR D
220250410	TC3S	CL	SNYDER LISA A
220247343	SUBP	EM	SOTO ELIZABETH
W22001714	SC1A	WV	SOUZA CARSON
220254619	TC2	CL	SPAULDING CARMEL G
220256191	SUBT	EM	SPORTSMAN MICHAEL
220254923	SUBP	EM	STILLWELL ADRIANNA
220212702	SUBP	EM	STOCKTON JORDYN
220254045	SUBP	EM	SUAREZ JESSICA
220247139	TC14	SL	SUMIDA TIMOTHY
220260026	SUBP	EM	SUMMERS JACQUELYN A
220266786	SUBP	EM	TADROS SALLY
220262294	SUBP	EM	TAYLOR CASSIDY N
220262598	P12C	CD	THUROW KELLY J
220264517	TC2	CL	THUROW LORI S
220248674	SUBP	EM	TOBON-ABARCA ERIKA G
220252177	TC13	SL	TORRES ADAM
220262697	P12D	CD	TORRES OFELIA
220104305	TC1	CL	UPTON CIMBERLEY
W22001708	SA14	WV	URIBE SIMON M
220267166	TC14	SE	VALDEZ CARLY L
220269309	TC14	ML	VALDEZ IVETTE
220263705	SUBP	EM	VALENCIA SAUL G
220255245	SUBP	EM	VALLE ABILENE
220248226	P12B	CD	VANG KAZUA
W22001709	SA14	WV	VARELA MAYRA L
220269140	SUBP	EM	VAZQUEZ ASHLEY

220265620	P12A	CD	VAZQUEZ JENNIFER L
220253669	TC2	CL	VEGA JOSE L
220254171	SUBP	EM	VENEGAS ANTHONY R
220247355	TC13	SE	VERDUZCO JAZZELLE A
220261904	TC13	SL	VERDUZCO MARIA G
220267392	SUBP	EM	VILLANUEVA IVAN
220256926	P12C	CD	VILLANUEVA NADIA A
220117371	SC5	CL	VILLEGAS VANESSA
220258229	TC1	IN	VOLOSIN SYDNEY G
220258231	TC10	ML	WALTERS CHELSI L
220248965	TC1	CL	WALTERS NICHOLAS R
220262073	TC13	SL	WEBB HANNA E
220268327	TC3S	IN	WEINER HEATHER
220246425	TC2	CL	WENDT SUSAN J
220246426	TC3H	CL	WENDT SUSAN J
220261412	P12B	CD	WHITNEY DIANA L
220254244	SUBP	EM	WILEY MICHAEL T
220256736	SUBP	EM	WILKINSON MAKAYLA
220265343	TC14	ML	WILLIAMS KRISTEN R
220265627	P12C	CD	WILSON ANA A
220257771	SC1A	CL	WULF BRIAN A
W22001739	SUBP	WV	ZAMORA RAYMOND
220267680	TC14	SL	ZAMORA-TOVAR JOSE A
W22001841	SA14	WV	ZAMUDIO BREANNA J
220267482	TC13	SL	ZAVALA OSCAR S
220261670	SC1A	P5	ZEIGLER BRITTANY R

APPROVAL OF TEMPORARY COUNTY CERTIFICATES

December 12, 2022

MATTHEWS CECILY	TPSL: ED SPEC	BURTON
BARCENAS MARIA	CD TEACHER PERMIT - RENEWAL	CHILD CARE
SANDOVAL ELIZABETH	CD ASSOC TEACHER PERMIT	CHILD CARE
MEZA DE AYON LUCINA	CD SITE SUPERVISOR PERMIT	PORTERVILLE
SIMMONDS PAIGE	CD SITE SUPERVISOR PERMIT	PORTERVILLE
KENNEL LINDSEY	PRELIM MULTIPLE SUBJ - EXT	ROCKFORD
KEOVILAYSANE TRACY	PRELIM SCHOOL NURSE	TCOE
SAUCEDO JANET	PIP: EN ED SPEC	TCOE
CHAVEZ ADAMS KRISHNA	PRELIM ADMIN SVCS	TULARE HIGH
RAMOS ANABEL	CLEAR SS: SPANISH	TULARE HIGH
CHAVEZ DAISY	PROSPECTIVE SUB PERMIT	VARIOUS
DEL BOSQUE DAVID	EMERG 30-DAY SUB PERMIT - RENEWAL	VARIOUS
DE LA CRUZ MARCUS	EMERG 30-DAY SUB PERMIT - RENEWAL	VARIOUS
DOMINGUEZ CAROLINA	PROSPECTIVE SUB PERMIT	VARIOUS
HERNANDEZ ERICA	EMERG 30-DAY SUB PERMIT - RENEWAL	VARIOUS
LAFORGE ROBERT	EMERG 30-DAY SUB PERMIT - RENEWAL	VARIOUS
LOPEZ JESSICA	PROSPECTIVE SUB PERMIT	VARIOUS
LUCAS SHILOH	PROSPECTIVE SUB PERMIT	VARIOUS
MEJIA KATELYN	PROSPECTIVE SUB PERMIT	VARIOUS
MORALES JESSE	PROSPECTIVE SUB PERMIT	VARIOUS
RANDOLPH CYNTHIA	PROSPECTIVE SUB PERMIT - RENEWAL	VARIOUS
SANCHEZ BRENDA	PROSPECTIVE SUB PERMIT	VARIOUS
WITTMAN JASMINE	PROSPECTIVE SUB PERMIT	VARIOUS
DOMINGUEZ FRANCES	TPSL: MULTIPLE SUBJ - RENEWAL	VISALIA
FIELD CARRILLO BRITTNEY	TPSL: MULTIPLE SUBJ	VISALIA
GOMEZ ALEXIS	SLP WVR	VISALIA
GUERRA HEATHER	L2 ED SPEC - RENEWAL	VISALIA
MCGILL MATTHEW	CCSD WVR	VISALIA
NAUMAN NANCY	PRELIM ADMIN SVCS	VISALIA
NAVARRO CYNTHIA	STSP: MULTIPLE SUBJ	VISALIA
RAMOS CHEYENNE	GELAP: FL GEN SCI	VISALIA
SANDRI BRICE	PRELIM ADMIN SVCS	VISALIA
TERRY CINDY	CLEAR SS: PE-RENEWAL	VISALIA
YANES KYLE	PRELIM ADMIN SVCS & CLEAR SS: MATH	VISALIA
LISA ENEA	EMERG 30-DAY SUB PERMIT - RENEWAL	WOODLAKE

**APPROVAL OF EMERGENCY PERMITS
FOR FULL-TIME EMPLOYMENT**

December 12, 2022

**Emergency Permits: Online
Recommendations**

EMERG CLAD

EMERG CLAD

EMERG CLAD

PIP: ECSE

PIP: EN ED SPEC

PIP: MULTIPLE SUBJ

STSP: ENGLISH

STSP: MN ED SPEC

STSP: MULTIPLE SUBJ

STSP: MUSIC

DINUBA

TULARE HIGH

TULARE HIGH

VISALIA

TCOE

STONE CORRAL

DINUBA

BURTON

VISALIA

PIXLEY

FERNANDEZ FERNANDO

GALINDO SUZY

TAYLOR RANDALL

MITCHELL DONTE

SAUCEDO JANET

JENNINGS TIFFANY

PEREZ HUERTA ANICETA

EVENSON MEGAN

NAVARRO CYNTHIA

SANDOVAL JULIO

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Andrea Perez, Assistant Superintendent, District Support Services

SUBJECT:

Acceptance of donation from Dumont Printing.

DESCRIPTION/SUMMARY:

This donation is on behalf of Dumont Printing. This in-kind donation of trade show bags was given to the Expanding Your Horizons student event.

FINANCING:

\$600 in-kind value

RECOMMENDATION:

Acceptance of donation.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Andrea Perez, Assistant Superintendent, District Support Services

SUBJECT:

Acceptance of donation from IDEA Printing & Graphics.

DESCRIPTION/SUMMARY:

This donation is on behalf of IDEA Printing & Graphics. This in-kind donation of note pads was given to the Expanding Your Horizons student event.

FINANCING:

\$555 in-kind value

RECOMMENDATION:

Acceptance of donation.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Andrea Perez, Assistant Superintendent, District Support Services

SUBJECT:

Acceptance of donation from Judy L. Bedell.

DESCRIPTION/SUMMARY:

This donation is on behalf of Judy L. Bedell. This in-kind donation of science awards was given to the Expanding Your Horizons student event.

FINANCING:

\$100 in-kind value

RECOMMENDATION:

Acceptance of donation.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Andrea Perez, Assistant Superintendent, District Support Services

SUBJECT:

Acceptance of donation from Office Depot.

DESCRIPTION/SUMMARY:

This donation is on behalf of Office Depot. This in-kind donation of highlighters was given to the Expanding Your Horizons student event.

FINANCING:

\$300 in-kind value

RECOMMENDATION:

Acceptance of donation.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Andrea Perez, Assistant Superintendent, District Support Services

SUBJECT:

Acceptance of donation from PepsiCo Food Service.

DESCRIPTION/SUMMARY:

This donation is on behalf of PepsiCo Food Service. This in-kind donation of water and soda was given to the Expanding Your Horizons student event.

FINANCING:

\$740 in-kind value

RECOMMENDATION:

Acceptance of donation.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Andrea Perez, Assistant Superintendent, District Support Services

SUBJECT:

Acceptance of donation from Educational Employees Credit Union.

DESCRIPTION/SUMMARY:

This donation is on behalf of Educational Employees Credit Union. This in-kind donation of pens was given to the Expanding Your Horizons student event.

FINANCING:

\$800 in-kind value

RECOMMENDATION:

Acceptance of donation.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Andrea Perez, Assistant Superintendent, District Support Services

SUBJECT:

Acceptance of donation from San Joaquin Valley College.

DESCRIPTION/SUMMARY:

This donation is on behalf of San Joaquin Valley College. This \$675 donation was given to the College Night student event for the purchase of a guidebook full page ad.

FINANCING:

\$2,500

RECOMMENDATION:

Acceptance of donation.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Andrea Perez, Assistant Superintendent, District Support Services

SUBJECT:

Acceptance of donation from College of the Sequoias.

DESCRIPTION/SUMMARY:

This donation is on behalf of College of the Sequoias. This donation of \$2,500 was given to the the College Night student event for the purchase of a guidebook centerfold ad.

FINANCING:

\$2,500

RECOMMENDATION:

Acceptance of donation.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Courtney Venegas, Foster Youth Services Coordinator

SUBJECT:

Second Reading of Board Policy 6173 - Education for Homeless Children

DESCRIPTION/SUMMARY:

BP 6173 - Education for Homeless Children

This is an existing policy that is being updated and revised according to law. Title 42 of the U.S. Code, section 11432 mandates that the governing board adopt, review and revise policies to identify, enroll and retain homeless children and youth and ensure they are not segregated or stigmatized on the basis of their homeless status. Revisions include administering a housing questionnaire annually and coordination/collaboration with other local agencies providing services to homeless children and youth.

FINANCING:

N/A

RECOMMENDATION:

Adopt Policy

TULARE COUNTY OFFICE OF EDUCATION

Board/Superintendent Policy

Instruction
BP/SP 6173

Education For Homeless Children

Education For Homeless Children

The Tulare County Board of Education (County Board) and the Tulare County Superintendent of Schools (County Superintendent) believe that the identification of homeless students is critical to improving the educational outcomes of such students and ensuring that homeless students have access to the same free and appropriate public education provided to other students. Homeless students shall be provided with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 homeless students in a school or other TCOE program, TCOE's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52064, 52066)

TCOE policies shall be regularly reviewed and updated to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (42 USC 11432)

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, homeless students may be separated on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

At least annually, the County Board shall receive a report on the identification of and outcomes for homeless students, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, TCOE's strategies shall be revised as needed to more effectively identify and support the education homeless students.

The County Board hereby incorporates by reference the policies, procedures, and measures implemented by the County Superintendent to ensure the identification and full participation of homeless student in TCOE schools, programs, and activities, including but not limited to, the following:

1. The designation of an appropriate staff person to serve as the TCOE liaison for homeless children and youths who will assist and support homeless students to succeed in school and fulfill other duties specified in 42 USC 11432.
2. Easy identification of homeless students, including at each school, in accordance with law, through annual administration of a housing questionnaire to parents/guardians of all students and to unaccompanied youth, posting of TCOE liaison's contact information and homeless education information on the TCOE and school web sites, and collaboration with local social services agencies and other agencies or entities providing services to homeless children and youth and if applicable, transitional housing facilities.
3. Provision of homeless education information and/or materials to the homeless students' parents/guardians and unaccompanied youths in a manner and form understandable to such parents/guardians and unaccompanied youths.
4. Assurance that placement decisions for homeless students are based on the student's best interest as defined in law.

Legal Reference:

EDUCATION CODE

1980-1986 – County community schools

39807.5 – Payment of transportation costs by parents

48645.1 – Juvenile court schools

48645.5 – Acceptance of coursework

48850 – Academic achievement of students in foster care and homeless children

48851 – Identification of homeless children and youths and unaccompanied youths; housing questionnaire

48851.5 – Local educational agency liaison for homeless children and youths

48852.5 – Notice of educational rights of homeless students

48852.6 – Web site posting of information regarding homelessness

48852.7 – Education of homeless students; immediate enrollment

48859 – Definitions

48915.5 – Recommended expulsion, homeless student with disabilities

48918.1 – Notice of recommended expulsion

48985 – Notices to parents in language other than English

51225.1-51225.3 – Graduation requirements

52052 – Accountability; numerically significant student subgroups

52060-52077 – Local control and accountability plan

CALIFORNIA CODE OF REGULATIONS, TITLE 5

4600-4670 – Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1087vv – Free application for federal student aid; definition

1232g – Family Educational Rights and Privacy Act (FERPA) of 1974

1400-1482 – Individuals with Disabilities Education Act

6311 – State plan

UNITED STATES CODE, TITLE 42

11431-11435 – McKinney-Vento Homeless Assistance Act

12705 – Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources

California Child Welfare Council – Partial Credit Model Policy and Practice Recommendations

California Department of Education Publication – Homeless Education Dispute Resolution Process, March 2020

California Department of Education Publication – 2021-22 Federal Program Monitoring Instrument, May 2021

National Center for Homeless Education Publication – Homeless Liaison Toolkit, 2020

U.S. Department of Education Guidance – Dear Colleague Letter, July 27, 2016

U.S. Department of Education Guidance – Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018

WEBSITES

California Department of Education, Homeless Children and Youth Education:

<https://www.cde.ca.gov/sp/hs/cy/>

National Center for Homeless Education at SERVE: <https://nche.ed.gov/>

National Law Center on Homelessness and Poverty: <https://nlchp.org>

U.S. Department of Education-Education for Homeless Children and Youths Grants for State and Local Activities: <https://www2.ed.gov/programs/homeless/index.html>

California Child Welfare Council: <https://www.chhs.ca.gov/home/committees/california-child-welfare-council/>

National Homelessness Law Center: <https://homelesslaw.org/>

Policy adopted: 7/13/2011

Tulare County Board of Education
Visalia, California

Revised: 12/14/2020, 12/**/2022

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Courtney Venegas, Foster Youth Services Coordinator

SUBJECT:

Second Reading of Administrative Regulation 6173 - Education for Homeless Children

DESCRIPTION/SUMMARY:

AR 6173 - Education for Homeless Children

This is an existing regulation that is being updated and revised according to law. This regulation incorporates and implements Board Policy 6173. Revisions include annually administering a housing questionnaire, new professional development and training requirements, and posting a list of liaisons for homeless children and unaccompanied youths with contact information, as well as information regarding educational rights and resources on TCOE's website.

FINANCING:

N/A

RECOMMENDATION:

Adopt Policy

TULARE COUNTY OFFICE OF EDUCATION

Administrative Regulation

Instruction

AR 6173

Education for Homeless Children

Education for Homeless Children

The Tulare County Superintendent of Schools (County Superintendent) shares the Tulare County Board of Education's (County Board) belief that the identification of homeless students is critical to improving the educational outcomes of such students and desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the county. The County Superintendent incorporates by reference the County Board's policy on Education for Homeless Children.

The County Superintendent or designee shall ensure that each school identifies all homeless children and youths and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of homeless students, the County Superintendent or designee shall annually administer a housing questionnaire developed by the California Department of Education (CDE) to the parents/guardians of all students and all unaccompanied youths, and shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the county as identified from the housing questionnaire. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985 or an appropriate translation of the housing questionnaire shall be provided to the student's parent/guardian or an unaccompanied youth upon request. (Education Code 48851)

Information about a homeless student's living situation shall be considered part of the student's educational record, subject to the Family Educational Rights and Privacy Act. Such information shall not be deemed to be directory information, as defined in 20 USC 1232g, and shall not be released without the written consent of the student's parent/guardian or the student, if an unaccompanied youth. (42 USC 11432)

At least annually, the Tulare County Office of Education (TCOE) liaison and other appropriate staff shall participate in professional development and other technical assistance activities geared toward identifying and meeting the needs of homeless students, including, but not limited to, training on the definitions of terms related to homelessness, the signs of homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect homeless students with appropriate housing and service

providers. (Education Code 48852.5; 42 USC 11432)

Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above.

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859, 42 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the TCOE liaison for homeless students shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all students. (Education Code 48850, 48853; 42 USC 11432)

TCOE Liaison for Homeless Students

The County Superintendent designates the following staff person as the TCOE liaison for homeless students: (42 USC 11432)

Foster Youth/Homeless Education Services Coordinating Program
Tulare County Office of Education
1730 W. Walnut, Suite B, Visalia CA 93277
559-302-3622

TCOE's liaison for homeless students shall: (Education Code 48851.5, 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies.
2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, TCOE's schools and/or programs.
3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by TCOE.
4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children.
6. Disseminate public notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below.
8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice.
9. Ensure that school personnel providing services to homeless students, including principals and other school leaders, attendance supervisors, teachers, enrollment personnel, and specialized instructional support personnel, receive professional development and other support.
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the TCOE liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090.
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the collection and provision of comprehensive data to the state coordinator as required by law.

In addition, when notified pursuant to Education Code 48918.1, the TCOE liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the TCOE liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The County Superintendent or designee shall inform the parents/guardians of homeless children and youth, unaccompanied youth, school personnel, service providers, and advocates working with homeless families of the duties of TCOE's liaison. The County Superintendent or designee shall also provide the name and contact information of TCOE's liaison to CDE for publishing on CDE's web site. (42 USC 11432)

Enrollment

TCOE shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

In determining the best interest of the student, TCOE shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the TCOE liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records

4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the TCOE liaison for homeless students. The TCOE liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the County Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a homeless student, the student may continue attending the school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that a homeless student has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is not within the jurisdiction of TCOE, the student shall be allowed to continue to the school designated for matriculation by TCOE.

If the student's status changes before the end of the school year so that the student is no longer homeless, the student shall be allowed to stay in the school of origin. (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8.
2. Through graduation if the student is in high school.

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the TCOE liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by TCOE
2. An explanation of why the action is proposed or refused
3. A description of any other options TCOE considered and the reasons that other options were rejected
4. A description of any other factors relevant to TCOE's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the TCOE liaison and state coordinator, and a brief description of the roles of each

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The TCOE liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parent/guardian or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardian or unaccompanied youth to resolve an enrollment dispute, the TCOE liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian or unaccompanied youth disagrees with the TCOE liaison's enrollment decision, the decision may be appealed to the County Superintendent. The County Superintendent shall make a determination within five (5) working days.

If the parent/guardian chooses to appeal TCOE's placement decision to CDE, the TCOE liaison shall forward all written documentation and related paperwork to CDE's Homeless Education Program.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transfer of Coursework and Credits

When a homeless student transfers into a TCOE school or program, TCOE shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school, and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that the student did not complete at the previous school. However, TCOE may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, TCOE finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of TCOE's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall TCOE prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the County Board and/or County Superintendent, as applicable.

However, when a homeless student who has completed the second year of high school transfers into a TCOE school or program, the student shall be exempted from all TCOE-adopted coursework and other TCOE-established graduation requirements, unless the County Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the homeless student's transfer, the County Superintendent or designee shall notify the student, the person holding the rights to make educational decisions for the student and the TCOE liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the County Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education 51225.1)

To determine whether a homeless student is in the third or fourth year of high school, TCOE shall use either the number of credits the student has earned as of the date of the transfer or the length of the school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The County Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for the student how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

TCOE shall not require or request a homeless student to transfer in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the TCOE liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if the student transfers to another school or out of the TCOE school or program. (Education Code 51225.1)

If TCOE determines that a homeless student is reasonably able to complete TCOE graduation requirements within the fifth year of high school, the County Superintendent or designee shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option available to the student to remain in school for a fifth year to complete TCOE's graduation requirements and how that will affect the ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete TCOE's graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any TCOE school or program shall have access to extracurricular and enrichment activities that are available to all students in the school or program, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

Notification, Complaints, and Posting Requirements

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that TCOE has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with TCOE's Uniform Complain Procedures.

The County Superintendent or designee shall ensure that a list of the TCOE liaison(s) and the contact information for such liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on TCOE's web site. (Education Code 48852.6)

Each TCOE school that has a web site shall also post the contact information for the TCOE liaison and the name and contact information of any employee or other person under contract with the school who assists the TCOE liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

Legal Reference:

EDUCATION CODE

1980-1986 – County community schools

39807.5 – Payment of transportation costs by parents

48645.1 – Juvenile court schools

48645.5 – Acceptance of coursework

48850 – Academic achievement of students in foster care and homeless children

48851 – Identification of homeless children and youths and unaccompanied youths; housing questionnaire

48851.5 – Local educational agency liaison for homeless children and youths

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48852.7 – Education of homeless students; immediate enrollment

48859 – Definitions

48915.5 – Recommended expulsion, homeless student with disabilities

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51225.1-51225.3 – Graduation requirements

52052 – Accountability; numerically significant student subgroups

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4600-4670 – Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1087vv – Free application for federal student aid; definition

1232g – Family Educational Rights and Privacy Act (FERPA) of 1974

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11431-11435 – McKinney-Vento Homeless Assistance Act

12705 – Cranston-Gonzalez National Affordable Housing Act; state and local strategies

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California Department of Education Publication – 2021-22 Federal Program Monitoring Instrument, May 2021

National Center for Homeless Education Publication – Homeless Liaison Toolkit, 2020
U.S. Department of Education Guidance – Dear Colleague Letter, July 27, 2016
U.S. Department of Education Guidance – Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018

WEBSITES

California Department of Education, Homeless Children and Youth Education:

<https://www.cde.ca.gov/sp/hs/cy/>

National Center for Homeless Education at SERVE: <https://nche.ed.gov/>

National Law Center on Homelessness and Poverty: <https://nlchp.org>

U.S. Department of Education-Education for Homeless Children and Youths Grants for State and Local Activities: <https://www2.ed.gov/programs/homeless/index.html>

California Child Welfare Council: <https://www.chhs.ca.gov/home/committees/california-child-welfare-council/>

National Homelessness Law Center: <https://homelesslaw.org/>

Regulation approved: 7/13/2011

Revised: 1/1/2021

Regulation adopted: __/__/2022

Tulare County Board of Education
Visalia, California

Tulare County Superintendent of Schools
Visalia, California

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY: Sarah Smigiera, Director
External Business Services

SUBJECT: Resolution for Exception to the 180-Day Wait Period for Retirees – Visalia Unified School District

DESCRIPTION/SUMMARY: Government Code Section 7522.56 requires that employees be rehired no earlier than 180 days after retirement unless approved via resolution by the County Board of Education of the district.

Diana Delgado, Accounting Lead, will retire from Visalia Unified School District effective December 30, 2022. Diana has served Visalia Unified for 27 years in a position that is a class of one. Diana serves as the primary banking function for the district as well as oversees the accounts payable and payroll production processes including cash transfers and making income tax payments. Diana's position is also responsible and requires specific expertise in the annual Internal Revenue Service reporting requirements. Her knowledge and experience will be required in order to meet calendar year 2022 IRS reporting deadlines.

Diana will also be training her replacement. In order for the new Accounting Lead to make a successful transition, Diana is required as a source of training, historical knowledge and extra help to ensure all critical financial functions of the Accounting Lead position are completed. On behalf of the district, we are requesting Diana Delgado work on a temporary/part time/as needed basis as of January 4, 2023 effectively waiving the 180-day waiting period for retirees, to which she has agreed if approved by the board.

FINANCING: Diana Delgado will be paid her hourly rate prior to retirement. Employer retirement contributions will not be applicable.

RECOMMENDATION: It is recommended that the resolution be adopted.

BEFORE THE TULARE COUNTY
BOARD OF EDUCATION

In the Matter of Exception to the 180-Day Wait
Period (Gov. Code 7522.56 & 21229)

RESOLUTION NO. 22/23-09

WHEREAS, in compliance with Government Code section 7522.56 the Tulare County Board of Education must provide CalPERS this certification resolution when hiring a retiree before 180 days has passed since his or her retirement date; and

WHEREAS, Diana Delgado, CalPERS ID [REDACTED] will retire from Visalia Unified School District from the position of Accounting Lead effective December 30, 2022; and

WHEREAS, section 7522.56 requires that post-retirement employment commence no earlier than 180 days after the retirement date, which is June 28, 2023 without this certification resolution; and

WHEREAS, section 7522.56 provides that this exception to the 180 day wait period shall not apply if the retiree accepts any retirement-related incentive; and

WHEREAS, the Tulare County Board of Education, Visalia Unified School District and Diana Delgado certify that Diana Delgado has not and will not receive a Golden Handshake or any other retirement-related incentive; and

WHEREAS, the Tulare County Board of Education hereby appoints Diana Delgado as an extra help retired annuitant to perform the duties of Accounting Lead for the Visalia Unified School District under Government Code section 21229 effective January 4, 2023; and

WHEREAS, no matters, issues, terms or conditions related to this employment and appointment have been or will be placed on a consent calendar; and

WHEREAS, the employment shall be limited to 960 hours per fiscal year for all CalPERS employers; and

WHEREAS, the compensation paid to retirees cannot be less than the minimum nor exceed the maximum monthly base salary paid to other employees performing comparable duties, divided by 173.333 to equal the hourly rate; and

WHEREAS, the maximum base salary for this position is \$7,078.29 and the hourly equivalent is \$40.84, and the minimum base salary for this position is \$5,163.95 and the hourly equivalent is \$29.79; and

WHEREAS, the hourly rate paid to Diana Delgado will be \$40.84; and

WHEREAS, Diana Delgado has not and will not receive any other benefit, incentive, compensation in lieu of benefit or other form of compensation in addition to this hourly pay rate; and

THEREFORE, BE IT RESOLVED THAT the Tulare County Board of Education hereby certifies the nature of the appointment of Diana Delgado as described herein and detailed in the attached employment agreement/contract/appointment document and that this appointment is necessary to fill the critically needed position of Accounting Lead for Visalia Unified School District because:

1. The position vacated by Diana Delgado (Accounting Lead) is responsible for maintaining and reconciling the district's operating funds and outside bank accounts to ensure the district's financial records match the county office. Diana is also responsible for the coordination of accounts payable and payroll production including transferring funds and making income tax payments.
2. Diana currently serves as the lead in the district Finance Department and provides indirect supervision to the finance staff on financial questions and processes. Diana does not share these duties with any other employee in the district, as this is a unique position which requires performing technical accounting functions. Diana is responsible for generating journal entries and posting cash deposits for the district.
3. A new Accounting Lead will be hired to replace the position vacated by Diana. This Accounting Lead will require significant training as Diana has served in this position for 27 years. Since this is a unique position, cross training has not been an option as this would be out of class work as there is not another employee in this classification.
4. Diana serves as a critical function in the district Finance Department. Without assistance from Diana to properly train a replacement Accounting Lead, the district will not be able to keep up with the current level of financial reporting required of the district. This will result in a significant hardship for the district and the organization would likely miss reporting deadlines that are required by the county office of education.
5. Diana's position is responsible and requires specific expertise in the annual Internal Revenue Service reporting requirements for district vendor payments made via IRS Form 1099MISC and 1099NEC. The processing deadline for these forms is January 31, 2023. As Diana has served this critical function for 27 years, her knowledge and experience will be required in order to meet calendar year 2022 IRS reporting deadlines.

I, Tim Hire, Ex-Officio Secretary of the Tulare County Board of Education, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board at an official and public meeting thereof held in Visalia, California on the 12th day of December 2022.

Tim Hire, Ex-Officio Secretary
Tulare County Board of Education

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Malinda Furtado, Parent Liaison
Special Services Division

SUBJECT:

Presentation of the 2023 CAC Calendar

DESCRIPTION/SUMMARY:

The Community Advisory Committee's (CAC) 2023 Calendar, "Meeting Challenges: The Power of Supportive Siblings", will be presented. The calendar's theme highlights the power of supportive siblings when one or more has a disability, and the impact that such siblings can have on each other's lives.

FINANCING:

None

RECOMMENDATION:

Not applicable.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Dianne Shew

SUBJECT: Authorizing TCOE to submit grant application for two new alternative fuel vehicles, per Resolution No. 22/23-10

DESCRIPTION/SUMMARY: Requesting approval from TCOE Board to authorize TCOE to submit grant application for new alternative fuel vehicles.

FINANCING: None

RECOMMENDATION: Recommend approval of Resolution Number 22/23-10 to authorize TCOE to submit grant application for alternative fuel vehicles

BEFORE THE TULARE COUNTY
BOARD OF EDUCATION

In the Matter of Authorizing TCOE to
Submit Application for New Alternative
Fuel Vehicles

RESOLUTION NO.
22/23-10

RECITALS

1. This resolution authorizes the submittal of the application for two new alternative fuel vehicles for SCICON through the San Joaquin Valley Air Pollution Control District.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct.
2. This board hereby determines it is in the best interest of the Tulare County Office of Education to authorize approval to submit an application for new alternative fuel vehicles.
3. The Tulare County Superintendent of Schools, or designee, is hereby directed to submit application for new alternative fuel vehicles for SCICON through the San Joaquin Valley Air Pollution Control District.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee

_____, seconded by Trustee _____, at a
regular/special meeting held on _____, by the following vote:

AYES:

NOES:

ABSENT:

I hereby certify that the forgoing Resolution was duly and regularly adopted by said Board at an official and public meeting thereof, this _____th day of _____

Tim A Hire, Ex-Officio Secretary of
the Tulare County Board of
Education

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Dianne Shew

SUBJECT: Authorizing Dianne Shew as Administrator of the two new alternative fuel vehicles per Resolution 22/23-11

DESCRIPTION/SUMMARY: Requesting approval from TCOE Board to authorize Dianne Shew as Administrator of the new alternative fuel vehicles.

FINANCING: None

RECOMMENDATION: Recommend approval of Resolution 22/23-11 to authorize Dianne Shew as Administrator for two new alternative fuel vehicles

BEFORE THE TULARE COUNTY
BOARD OF EDUCATION

In the Matter of Authorizing Dianne Shew,
Administrator for SCICON, to Implement
the New Alternative Fuel Vehicles Project

RESOLUTION NO.
22/23-11

RECITALS

1. This resolution authorizes Dianne Shew, SCICON Administrator, to implement

the new alternative fuel vehicles project on SCICON campus.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct.

2. This board hereby determines it is in the best interest of the Tulare County Office of Education to authorize Dianne Shew, SCICON Administrator, to implement the new alternative fuel vehicles project.

3. The Tulare County Superintendent of Schools, or designee, is hereby directed to authorize Dianne Shew, SCICON Administrator, to implement the new alternative fuel vehicles project on the SCICON campus.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee:

_____ seconded by Trustee: _____

at a regular/special meeting held on

by the following vote:

AYES:

NOES:

ABSENT:

I hereby certify that the foregoing Resolution was duly and regularly adopted by

said Board at an official and public meeting thereof, this ____ day of _____

Tim A. Hira, Ex-Officio Secretary of the
Tulare County Board of Education

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Lynne Goodwin

SUBJECT:

Memorandum of Understanding - Sacramento County Office of Education July 1, 2022 - June 30, 2024

DESCRIPTION/SUMMARY:

The purpose of this MOU is to detail the roles and responsibilities of SCOE and TCOE/CFNLP in the implementation of the CalHOPE Student Support Project. The CFNLP will develop and support a Friday Night Live based Youth Communities of Practice.

FINANCING:

\$12,000,000.00

RECOMMENDATION:

Accept MOU

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SACRAMENTO COUNTY OFFICE OF EDUCATION
AND TULARE OFFICE OF EDUCATION/California Friday Night Live
Partnership**

This Memorandum of Understanding (MOU) is entered into between the Sacramento County Office of Education (SCOE) and the Tulare County Office of Education (TCOE)/California Friday Night Live Partnership (CFNLP).

I. Recitals

The purpose of this MOU is to detail the roles and responsibilities of SCOE and TCOE/CFNLP in the implementation of the CalHOPE Student Support Project (the Project) funded by the California Department of Health Care Services (DHCS). The CFNLP will develop and support a Friday Night Live based Youth Communities of Practice (YCoP) model.

II. Term

This MOU is entered into and effective from July 1, 2022, through June 30, 2024, unless terminated early pursuant to the provisions below.

This MOU is contingent upon SCOE's execution of a contract with DHCS, and its continued existence. This MOU will be terminated if the contract with DHCS is not executed or is subsequently terminated. The terms of this contract may be modified to reflect terms in the DHCS contract.

III. Scope of Work

A. Tulare COE / California Friday Night Live Partnership shall:

1. Develop and support a Friday Night Live (FNL) based YCoP, in up to 58 counties:
 - a. Create a dedicated team, including consultants, to provide continuous support to the project.
 - b. Attend the virtual Statewide SEL CoP meetings, conference calls, and online meetings (as necessary) for the purpose of supporting the Statewide SEL CoP.
 - c. Provide opportunities and mechanisms for CoP practitioners and FNL County Coordinators to collaborate. (i.e., technical assistance, regional meetings, conferences, etc.)

2. **Develop and support youth-centered CoPs, utilizing the FNL model and infrastructure.**
 - a. **Distribute funding to county FNL programs to develop and support FNL YCoP within their counties, consistent with Section III below.**
 - b. **Convene county-level FNL programs monthly and as needed, to provide program support, identify technical assistance/training and project development needs.**
 - c. **Develop an evaluation team to support the creation of youth-led assessment tools and an external evaluation process.**
 - i. **The CFNLP will work with an evaluation team to build a focus group model and/or survey, to be utilized by young people to measure the needs of their peers.**
 - ii. **FNL youth partners will be trained by the CFNLP and FNL County Coordinators to utilize the evaluation tools that will be developed (focus group and site level surveys) to measure the needs of their peers.**
 - iii. **With county and site level support, young people will facilitate conversations with key stakeholders, about their assessment findings, intended actions and recommendations for the school administration/COP allies.**

B. SCOE shall:

- a. **Convene and organize online and/or in-person meetings and conference calls with CFNLP, DHCS, county offices of education, and other stakeholders for the purpose of SEL CoP development and implementation.**
- b. **Support CFNLP's organization of key foundational components for each SEL CoP to allow for flexible integration of these components to meet local needs.**
- c. **When requested by the CFNLP, provide technical assistance, coaching, and resources that will contribute to the development and delivery of in-person and online professional development.**

- d. As the CalHOPE lead, monitor performance of Project objectives and maintain regular communication with DHCS.

IV. Fiscal and Other Reporting

Expenditures may not exceed allocation as follows:

- A. TCOE shall distribute up to \$12,000,000.00 (total allocation) to the entity in each county that operates the county FNL program. Project implementation data will be collected through the DHCS Primary Prevention data collections system.

Expenditures may not exceed allocation as follows:

February 9, 2022 – June 30, 2023 (Funding Cycle One)	\$8,000,000.00
July 1, 2023 – June 30, 2024 (Funding Cycle Two)	\$4,000,000.00
GRAND TOTAL	\$12,000,000.00

- B. TCOE will submit quarterly reports during the funding period, to include, but not limited to the following:
 - i. Detailed Budget and Expenditures;
 - ii. Project Descriptions and Timelines;
 - iii. Total Number of Trainings and Descriptions of Trainings (i.e., agendas and presentation materials);
 - iv. Total Number of Students Trained/Participants (i.e., attendance/sign-in sheets);
 - v. Target Populations Served;
 - vi. Challenges within each Project
- C. TCOE submits progress and expenditure reports to SCOE on the following schedule:
 - a. Fiscal Year 2022-2023
 - i. (June 1, 2022 - Sept 31, 2022) - Due by November 15, 2022
 - ii. (October 1, 2022 - December 31, 2022) - Due by February 15, 2023
 - iii. (January 1, 2023 - March 31, 2023) - Due by May 15, 2023

iv. (April 1, 2023 - June 30, 2023) - Due by August 15, 2023

b. Fiscal Year 2023-2024

- i. (July 1, 2023 - Sept 31, 2023) - Due by November 15, 2023
- ii. (October 1, 2023 - December 31, 2023) - Due by February 15, 2024
- iii. (January 1, 2024 - March 31, 2024) - Due by May 15, 2024
- iv. (April 1, 2024 - June 30, 2024) - Due by July 15, 2024

D. Invoices must be submitted with and aligned with TCOE's expenditure reports and budget.

No funding will be paid to TCOE until SCOE's contract with DHCS is executed. SCOE will only reimburse TCOE for work already performed to the extent permitted by its DHCS contract. If DHCS's payments to SCOE are reduced, delayed, or terminated at any time during the term of this MOU, SCOE's payment to TCOE will be similarly reduced, delayed, or terminated.

V. Additional Terms

A. Termination of the MOU. Any party may terminate this MOU at any time by giving 60 days prior written notice to the other parties. In the event of a material breach of this MOU, an aggrieved party may terminate this MOU by giving a 15-day written notice to cure. If the grievance is not cured within that time period, the aggrieved party may terminate the agreement in writing immediately.

This MOU is contingent upon SCOE's receipt of funding from DHCS and may be terminated or modified immediately upon SCOE's receipt of notification that DHCS intends to reduce or eliminate such funding.

B. Record Keeping and Audit. SCOE, DHCS, or a representative of either entity, shall have the right to access, review and to copy any records and supporting documents (including pertinent books, documents, and papers) pertaining to the performance of this MOU. TCOE agrees to maintain such records for a minimum of five years after final payment. TCOE agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, TCOE agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Agreement. TCOE agrees to be responsible for any audit findings and associated penalties related to its performance under this agreement.

TCOE shall maintain books, records, documents, and other evidence, accounting procedures and practices, sufficient to properly reflect all direct and indirect costs of whatever nature claimed to have been incurred in the performance of this Agreement, including any matching costs and expenses.

- C. **Site Reviews.** The State, through any authorized representatives, has the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed, and the premises in which it is being performed. If any inspection or evaluation is made of the premises of TCOE, TCOE shall provide reasonable facilities and assistance for the safety and convenience of the authorized representatives in the performance of their duties. All inspections and evaluations shall be performed in such a manner as will not unduly delay the work.
- D. **Modification.** Any changes to this MOU must be agreed to in writing by all parties. Should changes in legislation, or SCOE's funding award occur that necessitate revision of this MOU, the parties shall meet to revise accordingly.
- E. **Ownership of Materials.** The parties may be utilizing resources developed by UC Berkeley's Greater Good Science Center and School of Social Welfare. As between UC Berkeley (University) and TCOE, University owns all right(s), title, and interest in and to materials and information, including but not limited to course materials, images, text, data, illustrations, photos, audio, video, codes, logos, marketing plans, digital text, research, technical information, know-how, trade secrets, processes, algorithms, code, software, the derivatives thereof, and the selection, coordination and arrangement of such materials that is or was conceived, created, or developed prior to, or independent of this Project's services and deliverables, whether they are protected by copyrights, trademarks, service marks, patents, or other proprietary rights, either owned by University or licensed to the University by other parties who own such intellectual property.

UC Berkeley holds the intellectual property rights to material created for this Project (the Works), pursuant to a contract with SCOE. The University grants to TCOE a royalty-free, non-exclusive license to use the Works solely for the purposes of this Project. TCOE will not use the Works for any other purpose without the prior written consent of the University.

In addition, under this Agreement, TCOE may access and utilize certain of DHCS' Intellectual Property in existence prior to the effective date of this Agreement. Except as otherwise set forth herein, TCOE shall not use any of DHCS' Intellectual Property now existing or hereafter existing for any purposes without the prior written permission of DHCS. Except as otherwise set forth herein, neither TCOE nor DHCS shall give any ownership interest in or rights to its Intellectual Property to the other Party. If during the term of this Agreement, TCOE accesses any third-party Intellectual Property that is licensed to DHCS, TCOE agrees to abide by all license and confidentiality restrictions applicable to DHCS in the third-party's license agreement.

TCOE agrees to cooperate with DHCS in establishing or maintaining DHCS' exclusive

rights in the Intellectual Property, and in assuring DHCS' sole rights against third parties with respect to its Intellectual Property.

TCOE agrees to assign to DHCS all rights, title and interest in Intellectual Property made, conceived, derived from, or reduced to practice by TCOE, or DHCS and which result directly or indirectly from this Agreement or any subcontract.

F. **Entire Agreement.** This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU.

G. **Confidentiality.** TCOE and its employees, agents, or subcontractors shall protect from unauthorized disclosure names and other identifying information concerning persons either receiving services pursuant to this Agreement or persons whose names or identifying information become available or are disclosed to TCOE, its employees, agents, or subcontractors as a result of services performed under this Agreement, except for statistical and deidentified information not identifying any such person.

TCOE and its employees, agents, or subcontractors shall not use such identifying information for any purpose other than carrying out the obligations under this Agreement. It shall not disclose personally identifying information except as permitted by law.

H. **Notice:** Any notices required to be given by the MOU or by law shall be in writing. They shall be served either personally, by mail, or email.

Any notice to Tulare County Office of Education/California Friday Night Live Partnership may be given at the following address:

Tulare County Office of Education
California Friday Night Live Partnership
P.O. Box 5091
Visalia, CA 93291
Attn: Tim Hire
County Superintendent
Email: Tim.Hire@tcoe.org

Any notice to SCOE shall be sent to the following address:

Sacramento County Office of Education
P.O. Box 269003
Sacramento, CA 95826-9003
Attn: Brent Malicote
Assistant Superintendent, Educational Services
Email: bmalicote@scoe.net

- I. **Indemnification.** Each party agrees to defend, indemnify, and hold harmless the other party (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omission of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.

It is the intention of the parties that the provisions of this paragraph be interpreted to impose on each party responsibility to the other for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, and subcontractors. It is also the intention of the parties that the principles of comparative fault will be followed. This provision will survive the termination of this agreement.

- J. **Independent Agents.** This MOU is by and between independent agents. It is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents. Neither party's employees shall have any rights to the other party's employee benefits, including pension, retirement, health and welfare, and any other similar benefits as a result of this MOU.

- K. **Nondiscrimination.** During the performance of this Agreement, TCOE and its subcontractors shall not deny the contract's benefits to any person on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status, nor shall they discriminate unlawfully against any employee or applicant for employment because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. TCOE shall insure that the evaluation and treatment of employees and applicants for employment are free of such discrimination. TCOE and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code §12900 et seq.), the regulations promulgated thereunder (Cal. Code Regs., tit. 2, §11000 et seq.), the provisions of Article 9.5, Chapter 1, Part 1, Division 3, Title 2 of the Government Code (Gov. Code §§11135-11139.5), and the regulations or standards adopted by the awarding state agency to implement such article. TCOE shall permit access by representatives of the Department of Fair Employment and Housing and the awarding state agency upon reasonable notice at any time during the normal business hours, but in no case less than 24 hours' notice, to such of its books, records, accounts, and all other sources of information and its facilities as said Department or Agency shall require to ascertain compliance with this clause. TCOE and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement. (See Cal. Code Regs., tit. 2, §11105.)

- L. **Insurance.** TCOE shall maintain in full force and effect commercial general liability insurance in an amount of \$3,000,000 per occurrence for bodily injury and property


damage liability combined. The commercial general liability insurance policy shall include coverage for liabilities arising out of premises, operations, independent contractors, products, completed operations, personal and advertising injury, and liability assumed under an insured agreement. The commercial general liability insurance shall apply separately to each insured against whom claim is made or suit is brought subject to the TCOE's limit of liability.

M. TCOE will notify SCOE of any subcontractors used in the performance of services in this MOU.

N. Execution of Agreement. This MOU may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU:

SIGNATURES



Brent Malicote *Nancy Herota, Deputy Superintendent* Date 12/5/22
Assistant Superintendent, Educational Services
Sacramento County Office of Education



Tim Hire Date 11/28/22
County Superintendent
Tulare County Office of Education

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Jody Arriaga, Director
Internal Business Services

SUBJECT:

Budget Revisions through October 31, 2022

DESCRIPTION/SUMMARY:

The budget revisions reflect programmatic adjustments to show actual expenditures through October 31, 2022. A summary of each fund is presented showing the last approved revision, the change requested, new budgeted amount and the impact on the fund balance.

FINANCING:

N/A

RECOMMENDATION:

Approve Budget Revisions



Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

2022-2023
1st INTERIM BUDGET
REVISIONS

DECEMBER 12, 2022

COUNTY SCHOOL SERVICE FUND

Budget Revisions as of 10-31-2022

	CURRENT BUDGET AMOUNT	INCREASE (DECREASE) TO BUDGET	REVISED BUDGET AMOUNT
REVENUES			
LOCAL CONTROL FUNDING (LCFF)	\$25,121,005	\$9,510,012	\$34,631,017
FEDERAL REVENUE	\$34,268,303	\$4,339,499	\$38,607,802
STATE REVENUE	\$79,700,264	\$10,516,527	\$90,216,791
LOCAL REVENUE	\$40,082,250	\$4,472,661	\$44,554,911
OTHER FINANCING SOURCES	\$0	\$0	\$0
TOTAL REVENUE	\$179,171,822	\$28,838,699	\$208,010,521
EXPENSES			
CERTIFICATED SALARIES	\$40,080,741	\$3,130,667	\$43,211,408
CLASSIFIED SALARIES	\$46,375,319	\$3,794,444	\$50,169,763
EMPLOYEE BENEFITS	\$51,863,018	\$2,273,771	\$54,136,789
BOOKS & SUPPLIES	\$6,730,397	\$1,549,384	\$8,279,781
SERVICES & OPERATING	\$39,948,976	\$14,911,146	\$54,860,122
CAPITAL OUTLAY (Building & Equipment)	\$412,700	\$660,116	\$1,072,816
OTHER OUTGO (Debt Payment)	\$2,404,408	\$0	\$2,404,408
DIRECT/INDIRECT SUPPORT	-\$3,725,256	-\$545,667	-\$4,270,923
OTHER FINANCING USES	\$820,831	-\$1,158	\$819,673
TOTAL EXPENDITURES	\$184,911,134	\$25,773,861	\$210,683,837
EXCESS (DEFICIENCY OF REVENUE)	-\$5,739,312		-\$2,673,316
BEGINNING FUND BALANCE	\$71,756,038		\$71,756,038
ESTIMATED ENDING FUND BALANCE	\$66,016,726		\$69,082,722

REASON FOR CHANGE

LOCAL CONTROL FUNDING (LCFF)

Net Increase:

- County Operations Grant Increase-\$8,553,190
- Property Taxes-\$123,443
- EPA-\$825,380

FEDERAL REVENUE

Net Increase:

- Project Aware SAMHSA Grant-\$1,800,000
- CA Friday Night Live-\$2,670,000
- CA Friday Night Live OTS-\$378,587
- Comprehensive Literacy Grant-\$670,221
- ESSER Carryover-\$360,658
- ESSA Carryover-\$853,455
- Special Education/Mental Health Grants-\$398,320
- Special Education ARP-Trf to FD 100 (\$2,767,289)

STATE REVENUE

Net Increase:

- After School Education and Safety-\$647,339
- Special Education AB 602-\$4,792,894
- CA Center on Teaching Careers-\$2,307,032
- New Teacher Local Solutions Grant-\$332,426
- Choices HHSA Grants-\$376,275
- College and Career Grants-\$853,324
- Foster Youth Services-\$417,121
- In Person Learning-\$496,479
- Champion Workforce Grant-\$282,512

LOCAL REVENUE

Net Increase:

- Special Education/Mental Health-\$1,173,513
- CA Collaborative Learning Acceleration (CCLA)-\$473,000
- Choices Afterschool Contracts-\$589,642
- ActVnet Agreements-\$202,000
- CalHope Social Emotional Learning Improvement-\$299,716
- CA Friday Night Live Conferences-\$816,966
- Student Behavior Health Incentive-\$282,747
- Educational Resource Services-\$283,688

CHARTER SCHOOL FUND - LA SIERRA

Budget Revisions as of 10-31-2022

	CURRENT BUDGET AMOUNT	INCREASE (DECREASE) TO BUDGET	REVISED BUDGET AMOUNT
REVENUES			
LOCAL CONTROL FUNDING (LCFF)	\$2,535,648	\$339,741	\$2,875,389
FEDERAL REVENUE	\$102,655	\$9,235	\$111,890
STATE REVENUE	\$644,684	-\$46,045	\$598,639
LOCAL REVENUE	\$0	\$16,240	\$16,240
CONTRIBUTION FROM GEN FUND	\$0	\$0	\$0
TOTAL REVENUE	\$3,282,987	\$319,171	\$3,602,158
EXPENSES			
CERTIFICATED SALARIES	\$1,386,867	\$53,699	\$1,440,566
CLASSIFIED SALARIES	\$123,362	\$18,498	\$141,860
BENEFITS	\$1,130,159	-\$49,165	\$1,080,994
BOOKS & SUPPLIES	\$127,378	\$82,491	\$209,869
SERVICES & OPERATING	\$752,717	\$124,380	\$877,097
CAPITAL OUTLAY (Building & Equipment)	\$0	\$0	\$0
OTHER FINANCING SOURCES/USES	\$80,131	\$39,009	\$119,140
TOTAL EXPENDITURES	\$3,600,614	\$268,912	\$3,869,526
EXCESS (DEFICIENCY OF REVENUE)	-\$317,627		-\$267,368
BEGINNING FUND BALANCE	\$679,981		\$679,981
ESTIMATED ENDING FUND BALANCE	\$362,354		\$412,613

REASON FOR CHANGE

LOCAL CONTROL FUNDING FORMULA

Increase:

•LCFF Adjustment to enrollment/ADA increase-\$339,741

FEDERAL REVENUE

Increase:

•Additional GEER Allocation and ESSER III Set aside-\$9,235

STATE REVENUE

Net Decrease:

- Lottery Adjustment -(\$772)
- Ethics Studies Grant-\$4,065
- College Technical Education Grant -\$5,560

- Adjustment A-G Grant-(\$112,500)
- In Person Carry over Funds-\$73,187
- Facility Grant (\$15,585)

LOCAL REVENUE

Increase:

- Cal Ed Partners Grant-\$10,000
- Insurance Reimbursement-\$6,240

CHARTER SCHOOL FUND - UNIVERSITY HIGH SCHOOL

Budget Revisions as of 10-31-2022

	CURRENT BUDGET AMOUNT	INCREASE (DECREASE) TO BUDGET	REVISED BUDGET AMOUNT
REVENUES			
LOCAL CONTROL FUNDING (LCFF)	\$2,741,900	\$87,986	\$2,829,886
FEDERAL REVENUE	\$44,685	\$2,609	\$47,294
STATE REVENUE	\$83,273	-\$3,775	\$79,498
LOCAL REVENUE	\$0	\$0	\$0
CONTRIBUTION FROM GEN FUND	\$0	\$0	\$0
TOTAL REVENUE	\$2,869,858	\$86,820	\$2,956,678
EXPENSES			
CERTIFICATED SALARIES	\$1,358,627	\$51,290	\$1,409,917
CLASSIFIED SALARIES	\$238,472	\$23,516	\$261,988
BENEFITS	\$819,294	-\$8,070	\$811,224
BOOKS & SUPPLIES	\$126,691	\$8,010	\$134,701
SERVICES & OPERATING	\$408,194	\$135,959	\$544,153
CAPITAL OUTLAY (Building & Equipment)	\$0	\$0	\$0
OTHER FINANCING SOURCES/USES	\$79,859	\$220,141	\$300,000
TOTAL EXPENDITURES	\$3,031,137	\$210,705	\$3,461,983
EXCESS (DEFICIENCY OF REVENUE)	-\$161,279		-\$505,305
BEGINNING FUND BALANCE	\$1,218,905		\$1,218,905
ESTIMATED ENDING FUND BALANCE	\$1,057,626		\$713,600

REASON FOR CHANGE

LOCAL CONTROL FUNDING FORMULA

Increase:

- LCFF projected increase-\$87,986

FEDERAL REVENUE

Increase:

- Additional GEER Allocation and ESSER III Set aside-\$2,609

STATE REVENUE

Net Decrease:

- Adjustment A-G Grant-(\$18,973)
- In Person Carry over Funds-\$8,474
- Ethics Studies Grant-\$6,724

SPECIAL EDUCATION PASS-THRU

Budget Revisions as of 10-31-2022

	CURRENT BUDGET AMOUNT	INCREASE (DECREASE) TO BUDGET	REVISED BUDGET AMOUNT
REVENUES			
FEDERAL REVENUE	\$16,749,303	\$3,157,348	\$19,906,651
STATE REVENUE	\$37,264,911	-\$4,781,860	\$32,483,051
TOTAL REVENUE	\$54,014,214	-\$1,624,512	\$52,389,702
EXPENSES			
OTHER OUTGO	\$54,011,214	\$2,863,803	\$56,875,017
TOTAL EXPENDITURES	\$54,011,214	\$2,863,803	\$56,875,017
EXCESS (DEFICIENCY OF REVENUE)	\$0		-\$4,485,315
BEGINNING FUND BALANCE	\$4,485,315		\$4,485,315
ESTIMATED ENDING FUND BALANCE	\$4,485,315		\$0

REASON FOR CHANGE

FEDERAL REVENUE

Increase:

- *Special Education ARP from FD 010-\$2,696,749
- *Special Education ARP Preschool-\$326,627

- *Special Education Private School-\$136,972

STATE REVENUE

Decrease:

- *Special Education AB 602-(\$4,781,860)

CHILD DEVELOPMENT FUND

Budget Revisions as of 10-31-2022

	CURRENT BUDGET AMOUNT	INCREASE (DECREASE) TO BUDGET	REVISED BUDGET AMOUNT
REVENUES			
FEDERAL REVENUE	\$36,852,220	\$8,803,606	\$45,655,826
STATE REVENUE	\$25,406,571	\$2,174,308	\$27,580,879
LOCAL REVENUE	\$642,693	-\$431,702	\$210,991
TOTAL REVENUE	\$62,901,484	\$10,546,212	\$73,447,696
EXPENSES			
CERTIFICATED SALARIES	\$2,733,027	\$319,741	\$3,052,768
CLASSIFIED SALARIES	\$14,140,577	\$290,111	\$14,430,688
BENEFITS	\$12,154,297	\$639,605	\$12,793,902
BOOKS & SUPPLIES	\$2,324,285	\$1,538,674	\$3,862,959
SERVICES & OPERATING	\$28,275,524	\$7,077,516	\$35,353,040
BUILDING & EQUIPMENT	\$50,000	\$653,578	\$703,578
OTHER OUTGO	\$0	-\$184,356	-\$184,356
DIRECT/INDIRECT SUPPORT	\$3,685,984	\$548,513	\$4,234,497
OTHER FINANCING SOURCES/USES	\$0	\$0	\$0
TOTAL EXPENDITURES	\$63,363,694	\$10,883,382	\$74,247,076
EXCESS (DEFICIENCY OF REVENUE)	-\$462,210		-\$799,380
BEGINNING FUND BALANCE	\$3,481,107		\$3,481,107
ESTIMATED ENDING FUND BALANCE	\$3,018,897		\$2,681,727

REASON FOR CHANGE

FEDERAL REVENUE

Net Increase:

- CCTR General Child Care -\$26,894
- Preschool Development Grant Renewal -(\$30,981) Transferred to State
- Health & Safety - (\$3,273) Transferred to State Resource
- Alternative Payment -\$4,767,957
- Local Planning Council -\$56,647
- CRRSA CSPP Stipend -\$202,309
- CAIWorks Stage 2 -\$378,575
- CAIWorks Stage 3 -\$969,278
- ARRA CSPP Stipend -\$107,000

- Child Care Initiative Project Expansion-\$267,092
- Resource & Referral -\$181,245
- Alternative Payment Capacity Grant -\$179,609
- Head Start -\$1,845,647
- Migrant Head Start -\$135,021
- Food Program - (\$268,721) based on enrollment
- Bridge -\$18,332
- Quality Counts California -\$7,639

STATE REVENUE

Net Increase:

- Food Program - (\$28,000) based on enrollment
- Alternative Payment -\$2,340,708
- CAIWorks Stage 2 -(\$1,443,743)
- CAIWorks Stage 3 -(\$638,165)
- Local Planning Council -\$11,781
- Early Educator Teacher Dev -\$453,797
- UPK Planning & Implementation -\$775,826
- Child Care Migrant -\$186,419

- Health & Safety -\$3,273
- State Preschool -\$73,264
- CCTR General Child Care -\$56,907
- Preschool Development Grant Renewal -\$30,479
- Resource & Referral -\$256,317
- Inclusive Early Education Program -\$60,766
- Tulare County First 5 Special Project -\$15,000
- First 5 IMPACT -\$19,409

LOCAL REVENUE

Net Decrease:

- Local Unrestricted-\$1,465
- Family Fees Waived 22/23-(\$485,445) Fees were added to grants by the State.

- Alpaugh Contract-\$52,278

CAFETERIA FUND - SCICON

Budget Revisions as of 10-31-2022

	CURRENT BUDGET AMOUNT	INCREASE (DECREASE) TO BUDGET	REVISED BUDGET AMOUNT
REVENUES			
FEDERAL REVENUE	\$170,000	\$102,511	\$272,511
STATE REVENUE	\$14,000	\$61,000	\$75,000
LOCAL REVENUE	\$20,000	\$0	\$20,000
CONTRIBUTION FROM GEN FUND	\$820,831	-\$190,042	\$630,789
TOTAL REVENUE	\$1,024,831	-\$26,531	\$998,300
EXPENSES			
CLASSIFIED SALARIES	\$252,580	-\$17,993	\$234,587
BENEFITS	\$238,179	-\$46,287	\$191,892
BOOKS & SUPPLIES	\$441,500	\$32,511	\$474,011
SERVICES & OPERATING	\$53,300	\$8,084	\$61,384
CAPITAL OUTLAY	\$0	\$0	\$0
DIRECT/INDIRECT SUPPORT	\$39,272	-\$2,846	\$36,426
TOTAL EXPENDITURES	\$1,024,831	-\$26,531	\$998,300
EXCESS (DEFICIENCY OF REVENUE)	\$0		\$0
BEGINNING FUND BALANCE	-\$1		-\$1
ESTIMATED ENDING FUND BALANCE	-\$1		-\$1

REASON FOR CHANGE

FEDERAL REVENUE

Increase:

- Federal Nutrition Reimbursement Projection-\$102,511

STATE REVENUE

Increase

- Federal Nutrition Reimbursement Projection-\$61,000

CONTRIBUTION FROM GENERAL FUND

Decrease:

- Reflects increased revenue and decreased expenditures to lower contribution-(\$190,042)

CAFETERIA FUND - LA SIERRA

Budget Revisions as of 10-31-2022

	CURRENT BUDGET AMOUNT	INCREASE (DECREASE) TO BUDGET	REVISED BUDGET AMOUNT
REVENUES			
FEDERAL REVENUE	\$112,500	\$49,234	\$161,734
STATE REVENUE	\$8,500	\$500	\$9,000
LOCAL REVENUE	\$0	\$0	\$0
TOTAL REVENUE	\$121,000	\$49,734	\$170,734
EXPENSES			
CLASSIFIED SALARIES	\$38,203	\$5,702	\$43,905
EMPLOYEE BENEFITS	\$39,928	\$734	\$40,662
BOOKS & SUPPLIES	\$0	\$318	\$318
SERVICES & OPERATING	\$123,000	\$86,517	\$209,517
EQUIPMENT	\$0	\$0	\$0
DIRECT/INDIRECT SUPPORT	\$0	\$0	\$0
INTERFUND TRANSFERS IN	-\$80,131	-\$43,537	-\$123,668
TOTAL EXPENDITURES	\$121,000	\$49,734	\$170,734
EXCESS (DEFICIENCY OF REVENUE)	\$0		\$0
BEGINNING FUND BALANCE	\$0		\$0
ESTIMATED ENDING FUND BALANCE	\$0		\$0

REASON FOR CHANGE

FEDERAL REVENUE

Increase:

*Projected enrollment/ADA increase-\$49,234

STATE REVENUE

Increase:

*Nutrition Reimbursement-\$500

CAFETERIA FUND - UNIVERSITY HIGH SCHOOL

Budget Revisions as of 10-31-2022

	CURRENT BUDGET AMOUNT	INCREASE (DECREASE) TO BUDGET	REVISED BUDGET AMOUNT
REVENUES			
FEDERAL REVENUE	\$79,860	\$0	\$79,860
STATE REVENUE	\$0	\$10,000	\$10,000
LOCAL REVENUE	\$0	\$0	\$0
TOTAL REVENUE	\$79,860	\$10,000	\$89,860
EXPENSES			
CLASSIFIED SALARIES	\$55,237	\$7,083	\$62,320
EMPLOYEE BENEFITS	\$44,482	\$24,157	\$68,639
BOOKS & SUPPLIES	\$0	\$23,055	\$23,055
SERVICES & OPERATING EQUIPMENT	\$60,000	\$175,401	\$235,401
DIRECT/INDIRECT SUPPORT	\$0	\$0	\$0
INTERFUND TRANSFERS IN	-\$79,859	-\$220,141	-\$300,000
TOTAL EXPENDITURES	\$79,860	\$9,555	\$89,415
EXCESS (DEFICIENCY OF REVENUE)	\$0		\$445
BEGINNING FUND BALANCE	\$0		\$0
ESTIMATED ENDING FUND BALANCE	\$0		\$445

REASON FOR CHANGE

FEDERAL REVENUE

Increase:

*Nutrition Reimbursement-\$10,000

INTERFUND TRANSFERS IN

Increase:

*Contribution from UPHS General Fund to cover Food program costs-\$300,000

FOREST RESERVE FUND

Budget Revisions as of 10-31-2022

	CURRENT BUDGET AMOUNT	INCREASE (DECREASE) TO BUDGET	REVISED BUDGET AMOUNT
REVENUES			
FEDERAL REVENUE	\$0	\$0	\$0
LOCAL REVENUE	\$0	\$0	\$0
TOTAL REVENUE	\$0	\$0	\$0
EXPENSES			
TRANSFERS TO DISTRICTS	\$0	\$0	\$0
TRANSFER TO SCICON	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0
EXCESS (DEFICIENCY OF REVENUE)	\$0		\$0
BEGINNING FUND BALANCE	\$450		\$450
ESTIMATED ENDING FUND BALANCE	\$450		\$450

REASON FOR CHANGE

NO CHANGES

FOUNDATION TRUST FUND

Budget Revisions as of 10-31-2022

	CURRENT BUDGET AMOUNT	INCREASE (DECREASE) TO BUDGET	REVISED BUDGET AMOUNT
REVENUES			
LOCAL REVENUE	\$25,000	\$0	\$25,000
TOTAL REVENUE	\$25,000	\$0	\$25,000
EXPENSES			
SERVICES & OPERATING	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0
EXCESS (DEFICIENCY OF REVENUE)	\$25,000	\$0	\$25,000
BEGINNING FUND BALANCE	\$1,568,571		\$1,568,571
ESTIMATED ENDING FUND BALANCE	\$1,593,571		\$1,593,571

REASON FOR CHANGE

NO CHANGES

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Jody Arriaga, Director
Internal Business

SUBJECT:

First Interim Report as of October 31, 2022

DESCRIPTION/SUMMARY:

County superintendents are required to certify twice a year regarding their ability to meet their financial obligations for the remainder of the fiscal year and for the subsequent two fiscal years. This certification, along with the accompanying documents, is referred to as the Interim Report. The following documents are attached: County Certification of Interim Report with Criteria and Standards Review Summary; Average Daily Attendance Estimate; County School Service Fund Summary; Charter School Fund; Special Education Pass-Through Fund; Child Development Fund; Cafeteria Special Revenue Fund; Forest Reserve Fund; County School Facilities Fund; Foundation Private-Purpose Fund; Multiyear Projections; and Cash Flow Projections. The report reflects a positive ending fund balance with adequate reserves; therefore we are able to certify a

FINANCING: positive financial position.

N/A

RECOMMENDATION:

Accept the First Interim Report



Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

2022-2023
1st INTERIM

DECEMBER 12, 2022

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

Signed: _____
County Superintendent or Designee

Date: _____

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

To the State Superintendent of Public Instruction:

This interim report and certification of financial condition are hereby filed by the County Board of Education pursuant to Education Code sections 1240 and 33127.

Meeting Date: December 12, 2022

Signed: _____
County Superintendent of Schools

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION
As County Superintendent of Schools, I certify that based upon current projections this county office will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION
As County Superintendent of Schools, I certify that based upon current projections this county office may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION
As County Superintendent of Schools, I certify that based upon current projections this county office will not meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Jody Arriaga

Telephone: 559-730-2751

Title: Director, Internal Business

E-mail: jodya@tcoe.org

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected ADA for County Operations Grant or county operated programs has not changed for any of the current or two subsequent fiscal years by more than two percent since budget adoption.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
3	Salaries and Benefits	Projected total salaries and benefits for any of the current or two subsequent fiscal years has not changed by more than five percent since budget adoption.		X
4a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
4b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
5	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
7a	Fund Balance	Projected county school service fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
7b	Cash Balance	Projected county school service fund cash balance will be positive at the end of the current fiscal year.	X	
8	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing county school service fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	

S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted or restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2021-22) annual payment? • If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	X
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)? • If yes, have there been changes since budget adoption in OPEB liabilities?	X	X
S7b	Other Self-insurance Benefits	Does the county office operate any self-insurance programs (e.g., workers' compensation)? • If yes, have there been changes since budget adoption in self-insurance liabilities?	X	n/a
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for: • Certificated? (Section S8A, Line 1b) • Classified? (Section S8B, Line 1b) • Management/supervisor/confidential? (Section S8C, Line 1b)	X X X	
S9	Status of Other Funds	Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	County Operations Grant ADA	Is County Operations Grant ADA decreasing in both the prior and current fiscal year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county office boundaries that are impacting the county office's ADA, either in the prior or current fiscal years?	X	
A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	X	
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

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

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	60.00	60.00	61.00	61.00	1.00	2.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	7.90	7.90	8.00	8.00	.10	1.0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	67.90	67.90	69.00	69.00	1.10	2.0%
2. District Funded County Program ADA						
a. County Community Schools	2.30	2.30	2.35	2.35	.05	2.0%
b. Special Education-Special Day Class	815.00	815.00	831.00	831.00	16.00	2.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	13.50	13.50	14.00	14.00	.50	4.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	830.80	830.80	847.35	847.35	16.55	2.0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	898.70	898.70	916.35	916.35	17.65	2.0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0.0%
5. County Operations Grant ADA	93,738.00	93,738.00	93,860.00	93,860.00	122.00	0.0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0.0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0.0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	447.00	439.43	445.00	440.03	.60	0.0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0.0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. Total, Charter School Funded County Program ADA						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	447.00	439.43	445.00	440.03	.60	0.0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	447.00	439.43	445.00	440.03	.60	0.0%

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

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	25,121,005.00	25,121,005.00	3,849,581.40	34,631,017.00	9,510,012.00	37.9%
2) Federal Revenue		8100-8299	34,268,303.00	34,268,303.00	2,874,761.99	38,607,802.00	4,339,499.00	12.7%
3) Other State Revenue		8300-8599	79,700,264.00	79,700,264.00	23,629,892.93	90,216,791.00	10,516,527.00	13.2%
4) Other Local Revenue		8600-8799	40,082,250.00	40,082,250.00	10,272,936.41	44,554,911.00	4,472,661.00	11.2%
5) TOTAL, REVENUES			179,171,822.00	179,171,822.00	40,627,172.73	208,010,521.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	40,080,741.00	40,080,741.00	11,501,111.52	43,211,408.00	(3,130,667.00)	-7.8%
2) Classified Salaries		2000-2999	46,375,319.00	46,375,319.00	14,032,554.97	50,169,763.00	(3,794,444.00)	-8.2%
3) Employee Benefits		3000-3999	51,863,018.00	51,863,018.00	14,039,098.42	54,136,789.00	(2,273,771.00)	-4.4%
4) Books and Supplies		4000-4999	6,730,397.00	6,730,397.00	1,160,701.73	8,279,781.00	(1,549,384.00)	-23.0%
5) Services and Other Operating Expenditures		5000-5999	39,948,976.00	39,948,976.00	7,354,630.53	54,860,122.00	(14,911,146.00)	-37.3%
6) Capital Outlay		6000-6999	412,700.00	412,700.00	110,832.27	1,072,816.00	(660,116.00)	-160.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,404,408.00	2,404,408.00	583,102.35	2,404,408.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(3,725,256.00)	(3,725,256.00)	(984,681.25)	(4,270,923.00)	545,667.00	-14.6%
9) TOTAL, EXPENDITURES			184,090,303.00	184,090,303.00	47,797,350.54	209,864,164.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,918,481.00)	(4,918,481.00)	(7,170,177.81)	(1,853,643.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	820,831.00	820,831.00	0.00	819,673.00	1,158.00	0.1%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(820,831.00)	(820,831.00)	0.00	(819,673.00)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,739,312.00)	(5,739,312.00)	(7,170,177.81)	(2,673,316.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	76,241,352.95	76,241,352.95		76,241,352.95	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			76,241,352.95	76,241,352.95		76,241,352.95		
d) Other Restatements		9795	(4,485,315.00)	(4,485,315.00)		(4,485,315.00)	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			71,756,037.95	71,756,037.95		71,756,037.95		
2) Ending Balance, June 30 (E + F1e)			66,016,725.95	66,016,725.95		69,082,721.95		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	5,000.00	5,000.00		5,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		

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Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
b) Restricted		9740	30,865,846.42	30,865,846.42		26,677,918.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	3,000,000.00	3,000,000.00		3,000,000.00		
Unassigned/Unappropriated Amount		9790	32,145,879.53	32,145,879.53		39,399,803.95		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	12,114,747.00	12,114,747.00	3,515,989.68	20,667,937.00	8,553,190.00	70.6%
Education Protection Account State Aid - Current Year		8012	2,778,681.00	2,778,681.00	575,078.00	3,604,061.00	825,380.00	29.7%
State Aid - Prior Years		8019	0.00	0.00	(241,486.28)	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	62,942.00	62,942.00	0.00	62,942.00	0.00	0.0%
Timber Yield Tax		8022	113.00	113.00	0.00	113.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	8,861,660.00	8,861,660.00	0.00	8,993,102.00	131,442.00	1.5%
Unsecured Roll Taxes		8042	586,107.00	586,107.00	0.00	586,107.00	0.00	0.0%
Prior Years' Taxes		8043	179,481.00	179,481.00	0.00	179,481.00	0.00	0.0%
Supplemental Taxes		8044	72,271.00	72,271.00	0.00	72,271.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(55,755.00)	(55,755.00)	0.00	(55,755.00)	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	520,758.00	520,758.00	0.00	520,758.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			25,121,005.00	25,121,005.00	3,849,581.40	34,631,017.00	9,510,012.00	37.9%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			25,121,005.00	25,121,005.00	3,849,581.40	34,631,017.00	9,510,012.00	37.9%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%

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Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Special Education Entitlement		8181	1,924,425.00	1,924,425.00	0.00	1,937,909.00	13,484.00	0.7%
Special Education Discretionary Grants		8182	7,732,258.00	7,732,258.00	0.00	5,148,715.00	(2,583,543.00)	-33.4%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	5,000.00	5,000.00	4,188.67	5,000.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	546,448.00	546,448.00	(11,711.42)	988,768.00	442,320.00	80.9%
Title I, Part D, Local Delinquent Programs	3025	8290	385,388.00	385,388.00	341,394.73	726,783.00	341,395.00	88.6%
Title II, Part A, Supporting Effective Instruction	4035	8290	52,406.00	52,406.00	13,078.76	65,473.00	13,067.00	24.9%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	58,500.00	58,500.00	2,153.01	94,598.00	36,098.00	61.7%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290	12,512,327.00	12,512,327.00	390,003.58	13,006,884.00	494,557.00	4.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	11,051,551.00	11,051,551.00	2,135,654.66	16,633,672.00	5,582,121.00	50.5%
TOTAL, FEDERAL REVENUE			34,268,303.00	34,268,303.00	2,874,761.99	38,607,802.00	4,339,499.00	12.7%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	42,416,236.00	42,416,236.00	15,958,688.52	47,209,130.00	4,792,894.00	11.3%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	4,962,024.00	4,962,024.00	1,454,616.52	4,962,024.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	122,000.00	122,000.00	0.00	122,000.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	230,714.00	230,714.00	6,376.61	230,714.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	7,212,282.00	7,212,282.00	148,246.01	7,864,020.00	651,738.00	9.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	1,804,405.00	1,804,405.00	107,720.00	1,949,325.00	144,920.00	8.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590	1,150,886.00	1,150,886.00	0.00	1,237,253.00	86,367.00	7.5%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	21,801,717.00	21,801,717.00	5,954,245.27	26,642,325.00	4,840,608.00	22.2%
TOTAL, OTHER STATE REVENUE			79,700,264.00	79,700,264.00	23,629,892.93	90,216,791.00	10,516,527.00	13.2%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	70,000.00	70,000.00	0.00	70,000.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	79,400.00	79,400.00	29,659.24	120,464.00	41,064.00	51.7%
Leases and Rentals		8650	41,300.00	41,300.00	10,334.97	41,300.00	0.00	0.0%
Interest		8660	735,000.00	735,000.00	305,969.18	738,534.00	3,534.00	0.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	1,389,184.00	1,389,184.00	175,000.72	1,453,591.00	64,407.00	4.6%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	13,853,772.00	13,853,772.00	3,580,749.85	17,052,727.00	3,198,955.00	23.1%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	11,436,257.00	11,436,257.00	3,131,982.05	11,860,117.00	423,860.00	3.7%
Tuition		8710	12,477,337.00	12,477,337.00	3,039,240.40	13,218,178.00	740,841.00	5.9%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			40,082,250.00	40,082,250.00	10,272,936.41	44,554,911.00	4,472,661.00	11.2%
TOTAL, REVENUES			179,171,822.00	179,171,822.00	40,627,172.73	208,010,521.00	28,838,699.00	16.1%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	23,029,033.00	23,029,033.00	6,015,642.33	24,224,789.00	(1,195,756.00)	-5.2%
Certificated Pupil Support Salaries		1200	4,605,794.00	4,605,794.00	1,361,373.34	5,138,715.00	(532,921.00)	-11.6%
Certificated Supervisors' and Administrators' Salaries		1300	10,731,306.00	10,731,306.00	3,804,061.64	12,247,536.00	(1,516,230.00)	-14.1%
Other Certificated Salaries		1900	1,714,608.00	1,714,608.00	320,034.21	1,600,368.00	114,240.00	6.7%
TOTAL, CERTIFICATED SALARIES			40,080,741.00	40,080,741.00	11,501,111.52	43,211,408.00	(3,130,667.00)	-7.8%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	10,666,554.00	10,666,554.00	2,848,523.81	11,812,406.00	(1,145,852.00)	-10.7%
Classified Support Salaries		2200	14,207,364.00	14,207,364.00	4,031,598.69	15,127,944.00	(920,580.00)	-6.5%
Classified Supervisors' and Administrators' Salaries		2300	10,194,305.00	10,194,305.00	3,344,597.33	10,848,563.00	(654,258.00)	-6.4%
Clerical, Technical and Office Salaries		2400	10,219,769.00	10,219,769.00	3,624,562.79	11,241,360.00	(1,021,591.00)	-10.0%
Other Classified Salaries		2900	1,087,327.00	1,087,327.00	183,272.35	1,139,490.00	(52,163.00)	-4.8%
TOTAL, CLASSIFIED SALARIES			46,375,319.00	46,375,319.00	14,032,554.97	50,169,763.00	(3,794,444.00)	-8.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	11,173,645.00	11,173,645.00	2,039,996.55	11,713,848.00	(540,203.00)	-4.8%
PERS		3201-3202	12,811,833.00	12,811,833.00	3,686,245.14	13,433,059.00	(621,226.00)	-4.8%
OASDI/Medicare/Alternative		3301-3302	1,425,321.00	1,425,321.00	376,347.32	1,562,054.00	(136,733.00)	-9.6%
Health and Welfare Benefits		3401-3402	19,507,402.00	19,507,402.00	5,935,810.68	20,124,005.00	(616,603.00)	-3.2%
Unemployment Insurance		3501-3502	433,386.00	433,386.00	124,326.26	520,113.00	(86,727.00)	-20.0%
Workers' Compensation		3601-3602	2,724,130.00	2,724,130.00	686,716.44	2,614,939.00	109,191.00	4.0%
OPEB, Allocated		3701-3702	695,902.00	695,902.00	207,466.60	793,706.00	(97,804.00)	-14.1%
OPEB, Active Employees		3751-3752	3,091,399.00	3,091,399.00	982,189.43	3,375,065.00	(283,666.00)	-9.2%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			51,863,018.00	51,863,018.00	14,039,098.42	54,136,789.00	(2,273,771.00)	-4.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	35,800.00	(35,800.00)	New
Books and Other Reference Materials		4200	257,500.00	257,500.00	62,688.23	366,560.00	(109,060.00)	-42.4%
Materials and Supplies		4300	5,972,215.00	5,972,215.00	727,952.84	6,864,583.00	(892,368.00)	-14.9%
Noncapitalized Equipment		4400	500,682.00	500,682.00	370,060.66	1,012,838.00	(512,156.00)	-102.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			6,730,397.00	6,730,397.00	1,160,701.73	8,279,781.00	(1,549,384.00)	-23.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	18,754,349.00	18,754,349.00	2,663,470.82	26,589,800.00	(7,835,451.00)	-41.8%
Travel and Conferences		5200	1,453,440.00	1,453,440.00	263,770.08	1,817,514.00	(364,074.00)	-25.0%
Dues and Memberships		5300	129,233.00	129,233.00	96,132.97	155,530.00	(26,297.00)	-20.3%
Insurance		5400-5450	408,380.00	408,380.00	401,924.04	431,380.00	(23,000.00)	-5.6%
Operations and Housekeeping Services		5500	827,068.00	827,068.00	359,068.67	1,076,555.00	(249,487.00)	-30.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,239,969.00	1,239,969.00	441,538.31	2,117,949.00	(877,980.00)	-70.8%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(143,136.00)	(143,136.00)	(67,101.26)	(304,681.00)	161,545.00	-112.9%
Professional/Consulting Services and Operating Expenditures		5800	16,494,019.00	16,494,019.00	2,911,840.85	21,996,645.00	(5,502,626.00)	-33.4%
Communications		5900	785,654.00	785,654.00	283,986.05	979,430.00	(193,776.00)	-24.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			39,948,976.00	39,948,976.00	7,354,630.53	54,860,122.00	(14,911,146.00)	-37.3%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	17,631.34	21,781.00	(21,781.00)	New
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	150,000.00	150,000.00	55,084.00	668,830.00	(518,830.00)	-345.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	252,700.00	252,700.00	26,193.92	360,103.00	(107,403.00)	-42.5%
Equipment Replacement		6500	10,000.00	10,000.00	11,923.01	22,102.00	(12,102.00)	-121.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			412,700.00	412,700.00	110,832.27	1,072,816.00	(660,116.00)	-160.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict								
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	1,204,408.00	1,204,408.00	583,102.35	1,204,408.00	0.00	0.0%
Other Debt Service - Principal		7439	1,200,000.00	1,200,000.00	0.00	1,200,000.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,404,408.00	2,404,408.00	583,102.35	2,404,408.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(3,725,256.00)	(3,725,256.00)	(984,681.25)	(4,270,923.00)	545,667.00	-14.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(3,725,256.00)	(3,725,256.00)	(984,681.25)	(4,270,923.00)	545,667.00	-14.6%
TOTAL, EXPENDITURES			184,090,303.00	184,090,303.00	47,797,350.54	209,864,164.00	(25,773,861.00)	-14.0%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	820,831.00	820,831.00	0.00	630,789.00	190,042.00	23.2%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	188,884.00	(188,884.00)	New
(b) TOTAL, INTERFUND TRANSFERS OUT			820,831.00	820,831.00	0.00	819,673.00	1,158.00	0.1%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								

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

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(820,831.00)	(820,831.00)	0.00	(819,673.00)	(1,158.00)	0.1%

Resource	Description	2022-23 Projected Totals
3213	Elementary and Secondary School Emergency Relief III (ESSER III) Fund	14,286.00
3214	Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	46,248.00
5810	Other Restricted Federal	40,076.82
6230	California Clean Energy Jobs Act	511.12
6266	Educator Effectiveness, FY 2021-22	1,460,045.18
6300	Lottery: Instructional Materials	320,131.68
6500	Special Education	2,282,765.98
6512	Special Ed: Mental Health Services	1,774,006.67
6536	Special Ed: Dispute Prevention and Dispute Resolution	185.68
6537	Special Ed: Learning Recovery Support	.58
6546	Mental Health-Related Services	314,654.35
7085	Learning Communities for School Success Program	1,262,380.07
7311	Classified School Employee Professional Development Block Grant	29,916.17
7388	SB 117 COVID-19 LEA Response Funds	38.29
7422	In-Person Instruction (IPI) Grant	454,178.00
7425	Expanded Learning Opportunities (ELO) Grant	28,322.52
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	100,500.76
7428	County Safe Schools for All	.02
7510	Low-Performing Students Block Grant	1,998.00
7810	Other Restricted State	.01
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	543,480.21
9010	Other Restricted Local	18,004,191.89
Total, Restricted Balance		26,677,918.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	5,277,548.00	5,277,548.00	1,539,993.88	5,705,275.00	427,727.00	8.1%
2) Federal Revenue		8100-8299	147,340.00	147,340.00	0.00	159,184.00	11,844.00	8.0%
3) Other State Revenue		8300-8599	727,957.00	727,957.00	190,540.37	678,137.00	(49,820.00)	-6.8%
4) Other Local Revenue		8600-8799	0.00	0.00	10,000.00	16,240.00	16,240.00	New
5) TOTAL, REVENUES			6,152,845.00	6,152,845.00	1,740,534.25	6,558,836.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	2,745,494.00	2,745,494.00	789,614.63	2,850,483.00	(104,989.00)	-3.8%
2) Classified Salaries		2000-2999	361,834.00	361,834.00	130,812.48	403,848.00	(42,014.00)	-11.6%
3) Employee Benefits		3000-3999	1,949,453.00	1,949,453.00	457,042.08	1,892,218.00	57,235.00	2.9%
4) Books and Supplies		4000-4999	254,069.00	254,069.00	33,474.43	344,570.00	(90,501.00)	-35.6%
5) Services and Other Operating Expenditures		5000-5999	1,160,911.00	1,160,911.00	389,462.27	1,421,250.00	(260,339.00)	-22.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,471,761.00	6,471,761.00	1,800,405.89	6,912,369.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(318,916.00)	(318,916.00)	(59,871.64)	(353,533.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	4,528.00	4,528.00	New
b) Transfers Out		7600-7629	159,990.00	159,990.00	0.00	423,668.00	(263,678.00)	-164.8%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(159,990.00)	(159,990.00)	0.00	(419,140.00)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(478,906.00)	(478,906.00)	(59,871.64)	(772,673.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,898,886.72	1,898,886.72		1,898,886.72	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,898,886.72	1,898,886.72		1,898,886.72		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,898,886.72	1,898,886.72		1,898,886.72		
2) Ending Balance, June 30 (E + F1e)			1,419,980.72	1,419,980.72		1,126,213.72		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	313,343.61	313,343.61		105,636.61		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,106,637.11	1,106,637.11		1,020,577.11		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	3,941,289.00	3,941,289.00	1,187,898.88	4,300,989.00	359,700.00	9.1%
Education Protection Account State Aid - Current Year		8012	1,336,259.00	1,336,259.00	352,095.00	1,404,286.00	68,027.00	5.1%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			5,277,548.00	5,277,548.00	1,539,993.88	5,705,275.00	427,727.00	8.1%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290					0.00	
Other NCLB / Every Student Succeeds Act			0.00	0.00	0.00	0.00		0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	147,340.00	147,340.00	0.00	159,184.00	11,844.00	8.0%
TOTAL, FEDERAL REVENUE			147,340.00	147,340.00	0.00	159,184.00	11,844.00	8.0%
OTHER STATE REVENUE								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	9,460.00	9,460.00	0.00	9,460.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	96,016.00	96,016.00	29,988.21	95,244.00	(772.00)	-0.8%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	141,643.00	141,643.00	0.00	126,058.00	(15,585.00)	-11.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	5,560.02	5,560.00	5,560.00	New
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	480,838.00	480,838.00	154,992.14	441,815.00	(39,023.00)	-8.1%
TOTAL, OTHER STATE REVENUE			727,957.00	727,957.00	190,540.37	678,137.00	(49,820.00)	-6.8%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	10,000.00	16,240.00	16,240.00	New
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	10,000.00	16,240.00	16,240.00	New
TOTAL, REVENUES			6,152,845.00	6,152,845.00	1,740,534.25	6,558,836.00		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,202,174.00	2,202,174.00	608,448.71	2,160,902.00	41,272.00	1.9%
Certificated Pupil Support Salaries		1200	199,419.00	199,419.00	28,441.49	191,744.00	7,675.00	3.8%
Certificated Supervisors' and Administrators' Salaries		1300	343,901.00	343,901.00	152,724.43	497,837.00	(153,936.00)	-44.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,745,494.00	2,745,494.00	789,614.63	2,850,483.00	(104,989.00)	-3.8%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	104,135.00	104,135.00	44,341.16	150,983.00	(46,848.00)	-45.0%
Classified Support Salaries		2200	68,664.00	68,664.00	17,965.67	70,053.00	(1,389.00)	-2.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	189,035.00	189,035.00	68,505.65	182,812.00	6,223.00	3.3%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			361,834.00	361,834.00	130,812.48	403,848.00	(42,014.00)	-11.6%
EMPLOYEE BENEFITS								
STRS		3101-3102	775,097.00	775,097.00	137,227.71	799,310.00	(24,213.00)	-3.1%
PERS		3201-3202	150,819.00	150,819.00	45,433.23	138,991.00	11,828.00	7.8%
OASDI/Medicare/Alternative		3301-3302	44,842.00	44,842.00	13,219.50	49,438.00	(4,596.00)	-10.2%
Health and Welfare Benefits		3401-3402	728,261.00	728,261.00	192,197.05	663,195.00	65,066.00	8.9%
Unemployment Insurance		3501-3502	15,425.00	15,425.00	4,501.19	16,858.00	(1,433.00)	-9.3%
Workers' Compensation		3601-3602	97,804.00	97,804.00	24,698.19	92,644.00	5,160.00	5.3%
OPEB, Allocated		3701-3702	24,682.00	24,682.00	7,455.46	26,823.00	(2,141.00)	-8.7%
OPEB, Active Employees		3751-3752	112,523.00	112,523.00	32,309.75	104,959.00	7,564.00	6.7%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,949,453.00	1,949,453.00	457,042.08	1,892,218.00	57,235.00	2.9%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	7,449.00	7,449.00	5,727.40	10,449.00	(3,000.00)	-40.3%
Books and Other Reference Materials		4200	21,928.00	21,928.00	0.00	15,928.00	6,000.00	27.4%
Materials and Supplies		4300	208,192.00	208,192.00	24,741.61	293,795.00	(85,603.00)	-41.1%
Noncapitalized Equipment		4400	16,500.00	16,500.00	3,005.42	24,398.00	(7,898.00)	-47.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			254,069.00	254,069.00	33,474.43	344,570.00	(90,501.00)	-35.6%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	39,526.00	39,526.00	27,436.51	100,021.00	(60,495.00)	-153.1%
Dues and Memberships		5300	11,000.00	11,000.00	150.00	8,000.00	3,000.00	27.3%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	114,840.00	114,840.00	40,147.94	134,840.00	(20,000.00)	-17.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	433,059.00	433,059.00	205,472.92	441,304.00	(8,245.00)	-1.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	4,300.00	4,300.00	2,358.05	136,634.00	(132,334.00)	-3,077.5%
Professional/Consulting Services and								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Operating Expenditures		5800	540,286.00	540,286.00	95,892.35	566,669.00	(26,383.00)	-4.9%
Communications		5900	17,900.00	17,900.00	18,004.50	33,782.00	(15,882.00)	-88.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,160,911.00	1,160,911.00	389,462.27	1,421,250.00	(260,339.00)	-22.4%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,471,761.00	6,471,761.00	1,800,405.89	6,912,369.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	4,528.00	4,528.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	4,528.00	4,528.00	New
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	159,990.00	159,990.00	0.00	423,668.00	(263,678.00)	-164.8%
(b) TOTAL, INTERFUND TRANSFERS OUT			159,990.00	159,990.00	0.00	423,668.00	(263,678.00)	-164.8%
OTHER SOURCES/USES								
SOURCES								
Other Sources								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(159,990.00)	(159,990.00)	0.00	(419,140.00)		

Resource	Description	2022-23 Projected Totals
6266	Educator Effectiveness, FY 2021-22	29,425.75
6300	Lottery: Instructional Materials	40,469.21
7311	Classified School Employee Professional Development Block Grant	1,343.00
7338		.01
7388	SB 117 COVID-19 LEA Response Funds	.87
7413	A-G Learning Loss Mitigation Grant	5,174.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	131.02
7510	Low-Performing Students Block Grant	16,394.13
9010	Other Restricted Local	12,698.62
Total, Restricted Balance		105,636.61

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	16,746,303.00	16,746,303.00	0.00	19,906,651.00	3,160,348.00	18.9%
3) Other State Revenue		8300-8599	37,264,911.00	37,264,911.00	7,918,511.96	32,483,051.00	(4,781,860.00)	-12.8%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			54,011,214.00	54,011,214.00	7,918,511.96	52,389,702.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	54,011,214.00	54,011,214.00	8,496,161.31	56,875,017.00	(2,863,803.00)	-5.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			54,011,214.00	54,011,214.00	8,496,161.31	56,875,017.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			0.00	0.00	(577,649.35)	(4,485,315.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)								
			0.00	0.00	(577,649.35)	(4,485,315.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	.32	.32		.32	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			.32	.32		.32		
d) Other Restatements		9795	4,485,315.00	4,485,315.00		4,485,315.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,485,315.32	4,485,315.32		4,485,315.32		
2) Ending Balance, June 30 (E + F1e)			4,485,315.32	4,485,315.32		.32		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	4,485,315.32	4,485,315.32		.32		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)	
c) Committed									
Stabilization Arrangements		9750	0.00	0.00		0.00			
Other Commitments		9760	0.00	0.00		0.00			
d) Assigned									
Other Assignments		9780	0.00	0.00		0.00			
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00			
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00			
LCFF SOURCES									
LCFF Transfers									
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%	
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%	
FEDERAL REVENUE									
Pass-Through Revenues From Federal Sources		8287	16,746,303.00	16,746,303.00	0.00	19,906,651.00	3,160,348.00	18.9%	
TOTAL, FEDERAL REVENUE			16,746,303.00	16,746,303.00	0.00	19,906,651.00	3,160,348.00	18.9%	
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311	37,264,911.00	37,264,911.00	7,918,511.96	32,483,051.00	(4,781,860.00)	-12.8%	
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%	
All Other State Apportionments - Current Year		All Other	8311	0.00	0.00	0.00	0.00	0.0%	
All Other State Apportionments - Prior Years		All Other	8319	0.00	0.00	0.00	0.00	0.0%	
Pass-Through Revenues from State Sources			8587	0.00	0.00	0.00	0.00	0.0%	
TOTAL, OTHER STATE REVENUE			37,264,911.00	37,264,911.00	7,918,511.96	32,483,051.00	(4,781,860.00)	-12.8%	
OTHER LOCAL REVENUE									
Interest			8660	0.00	0.00	0.00	0.00	0.0%	
Net Increase (Decrease) in the Fair Value of Investments			8662	0.00	0.00	0.00	0.00	0.0%	
Other Local Revenue									
Pass-Through Revenues From Local Sources			8697	0.00	0.00	0.00	0.00	0.0%	
Transfers of Apportionments									
From Districts or Charter Schools			8791	0.00	0.00	0.00	0.00	0.0%	
From County Offices			8792	0.00	0.00	0.00	0.00	0.0%	
From JPAs			8793	0.00	0.00	0.00	0.00	0.0%	
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%	
TOTAL, REVENUES			54,011,214.00	54,011,214.00	7,918,511.96	52,389,702.00			
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Other Transfers Out									
Transfers of Pass-Through Revenues									
To Districts or Charter Schools			7211	16,746,303.00	16,746,303.00	550,179.35	24,391,966.00	(7,645,663.00)	-45.7%
To County Offices			7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs			7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools		6500	7221	37,264,911.00	37,264,911.00	7,945,981.96	32,483,051.00	4,781,860.00	12.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			54,011,214.00	54,011,214.00	8,496,161.31	56,875,017.00	(2,863,803.00)	-5.3%
TOTAL, EXPENDITURES			54,011,214.00	54,011,214.00	8,496,161.31	56,875,017.00		

Resource	Description	2022-23 Projected Totals
6500	Special Education	.32
Total, Restricted Balance		.32

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	36,852,220.00	36,852,220.00	14,197,451.95	45,655,826.00	8,803,606.00	23.9%
3) Other State Revenue		8300-8599	25,406,571.00	25,406,571.00	13,485,436.63	27,580,879.00	2,174,308.00	8.6%
4) Other Local Revenue		8600-8799	642,693.00	642,693.00	50,212.40	210,991.00	(431,702.00)	-67.2%
5) TOTAL, REVENUES			62,901,484.00	62,901,484.00	27,733,100.98	73,447,696.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	2,733,027.00	2,733,027.00	1,086,012.83	3,052,768.00	(319,741.00)	-11.7%
2) Classified Salaries		2000-2999	14,140,577.00	14,140,577.00	4,608,758.02	14,430,688.00	(290,111.00)	-2.1%
3) Employee Benefits		3000-3999	12,154,297.00	12,154,297.00	3,838,525.48	12,793,902.00	(639,605.00)	-5.3%
4) Books and Supplies		4000-4999	2,324,285.00	2,324,285.00	648,689.05	3,862,959.00	(1,538,674.00)	-66.2%
5) Services and Other Operating Expenditures		5000-5999	28,275,524.00	28,275,524.00	6,402,304.37	35,353,040.00	(7,077,516.00)	-25.0%
6) Capital Outlay		6000-6999	50,000.00	50,000.00	21,266.00	703,578.00	(653,578.00)	-1,307.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	3,685,984.00	3,685,984.00	984,681.25	4,234,497.00	(548,513.00)	-14.9%
9) TOTAL, EXPENDITURES			63,363,694.00	63,363,694.00	17,590,237.00	74,431,432.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(462,210.00)	(462,210.00)	10,142,863.98	(983,736.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	184,356.00	184,356.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	184,356.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(462,210.00)	(462,210.00)	10,142,863.98	(799,380.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,481,107.13	3,481,107.13		3,481,107.13	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,481,107.13	3,481,107.13		3,481,107.13		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,481,107.13	3,481,107.13		3,481,107.13		
2) Ending Balance, June 30 (E + F1e)			3,018,897.13	3,018,897.13		2,681,727.13		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
b) Restricted		9740	2,684,464.90	2,684,464.90		2,346,824.90		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	334,432.23	334,432.23		334,902.23		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
FEDERAL REVENUE								
Child Nutrition Programs		8220	1,124,750.00	1,124,750.00	82,072.73	856,029.00	(268,721.00)	-23.9%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	35,727,470.00	35,727,470.00	14,115,379.22	44,799,797.00	9,072,327.00	25.4%
TOTAL, FEDERAL REVENUE			36,852,220.00	36,852,220.00	14,197,451.95	45,655,826.00	8,803,606.00	23.9%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	75,000.00	75,000.00	4,215.83	47,000.00	(28,000.00)	-37.3%
Child Development Apportionments		8530	2,800,037.00	2,800,037.00	1,294,365.00	2,986,456.00	186,419.00	6.7%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	7,191,141.00	7,191,141.00	2,845,670.00	7,321,312.00	130,171.00	1.8%
All Other State Revenue	All Other	8590	15,340,393.00	15,340,393.00	9,341,185.80	17,226,111.00	1,885,718.00	12.3%
TOTAL, OTHER STATE REVENUE			25,406,571.00	25,406,571.00	13,485,436.63	27,580,879.00	2,174,308.00	8.6%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	250.00	250.00	0.00	250.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	485,502.00	485,502.00	56.50	57.00	(485,445.00)	-100.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	155,941.00	155,941.00	50,155.90	209,684.00	53,743.00	34.5%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			642,693.00	642,693.00	50,212.40	210,991.00	(431,702.00)	-67.2%
TOTAL, REVENUES			62,901,484.00	62,901,484.00	27,733,100.98	73,447,696.00		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,552,371.00	1,552,371.00	622,037.66	1,610,304.00	(57,933.00)	-3.7%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,180,656.00	1,180,656.00	460,472.40	1,438,961.00	(258,305.00)	-21.9%
Other Certificated Salaries		1900	0.00	0.00	3,502.77	3,503.00	(3,503.00)	New
TOTAL, CERTIFICATED SALARIES			2,733,027.00	2,733,027.00	1,086,012.83	3,052,768.00	(319,741.00)	-11.7%
CLASSIFIED SALARIES								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Classified Instructional Salaries		2100	3,665,828.00	3,665,828.00	1,145,537.24	3,218,649.00	447,179.00	12.2%
Classified Support Salaries		2200	5,761,473.00	5,761,473.00	1,915,977.09	6,138,246.00	(376,773.00)	-6.5%
Classified Supervisors' and Administrators' Salaries		2300	3,051,131.00	3,051,131.00	1,048,615.93	3,226,214.00	(175,083.00)	-5.7%
Clerical, Technical and Office Salaries		2400	1,475,489.00	1,475,489.00	435,567.45	1,653,224.00	(177,735.00)	-12.0%
Other Classified Salaries		2900	186,656.00	186,656.00	63,060.31	194,355.00	(7,699.00)	-4.1%
TOTAL, CLASSIFIED SALARIES			14,140,577.00	14,140,577.00	4,608,758.02	14,430,688.00	(290,111.00)	-2.1%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,062,232.00	1,062,232.00	253,606.11	1,165,299.00	(103,067.00)	-9.7%
PERS		3201-3202	3,037,003.00	3,037,003.00	1,073,425.19	3,422,342.00	(385,339.00)	-12.7%
OASDI/Medicare/Alternative		3301-3302	285,965.00	285,965.00	81,916.32	273,932.00	12,033.00	4.2%
Health and Welfare Benefits		3401-3402	6,087,022.00	6,087,022.00	1,873,409.22	6,132,864.00	(45,842.00)	-0.8%
Unemployment Insurance		3501-3502	85,402.00	85,402.00	27,613.32	89,015.00	(3,613.00)	-4.2%
Workers' Compensation		3601-3602	1,105,679.00	1,105,679.00	365,744.57	1,197,824.00	(92,145.00)	-8.3%
OPEB, Allocated		3701-3702	135,920.00	135,920.00	46,946.27	142,494.00	(6,574.00)	-4.8%
OPEB, Active Employees		3751-3752	355,074.00	355,074.00	115,864.48	370,132.00	(15,058.00)	-4.2%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			12,154,297.00	12,154,297.00	3,838,525.48	12,793,902.00	(639,605.00)	-5.3%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,562,785.00	1,562,785.00	477,024.34	3,053,794.00	(1,491,009.00)	-95.4%
Noncapitalized Equipment		4400	156,500.00	156,500.00	51,390.73	251,429.00	(94,929.00)	-60.7%
Food		4700	605,000.00	605,000.00	120,273.98	557,736.00	47,264.00	7.8%
TOTAL, BOOKS AND SUPPLIES			2,324,285.00	2,324,285.00	648,689.05	3,862,959.00	(1,538,674.00)	-66.2%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	75,000.00	75,000.00	0.00	345,000.00	(270,000.00)	-360.0%
Travel and Conferences		5200	402,978.00	402,978.00	74,820.58	451,835.00	(48,857.00)	-12.1%
Dues and Memberships		5300	20,592.00	20,592.00	21,656.94	26,453.00	(5,861.00)	-28.5%
Insurance		5400-5450	28,450.00	28,450.00	7,292.85	32,003.00	(3,553.00)	-12.5%
Operations and Housekeeping Services		5500	504,428.00	504,428.00	156,331.09	666,365.00	(161,937.00)	-32.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	813,852.00	813,852.00	171,497.63	842,381.00	(28,529.00)	-3.5%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	138,836.00	138,836.00	65,538.71	168,843.00	(30,007.00)	-21.6%
Professional/Consulting Services and Operating Expenditures		5800	25,912,524.00	25,912,524.00	5,751,215.86	32,284,370.00	(6,371,846.00)	-24.6%
Communications		5900	378,864.00	378,864.00	153,950.71	535,790.00	(156,926.00)	-41.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			28,275,524.00	28,275,524.00	6,402,304.37	35,353,040.00	(7,077,516.00)	-25.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	500,000.00	(500,000.00)	New
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	125,877.00	(125,877.00)	New
Equipment		6400	50,000.00	50,000.00	21,266.00	77,701.00	(27,701.00)	-55.4%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			50,000.00	50,000.00	21,266.00	703,578.00	(653,578.00)	-1,307.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	3,685,984.00	3,685,984.00	984,681.25	4,234,497.00	(548,513.00)	-14.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			3,685,984.00	3,685,984.00	984,681.25	4,234,497.00	(548,513.00)	-14.9%
TOTAL, EXPENDITURES			63,363,694.00	63,363,694.00	17,590,237.00	74,431,432.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	184,356.00	184,356.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	184,356.00	184,356.00	New
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	184,356.00		

Resource	Description	2022-23 Projected Totals
5058	Child Development: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend	202,308.75
5160	Child Care and Development Programs Administered by California Department of Social Services (Federal Funds)	.96
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	.75
6129	Child Development: Center-Based Reserve Account for Department of Social Services Programs	537,776.00
6130	Child Development: Center-Based Reserve Account	295,493.00
6131	Child Development: Resource & Referral Reserve Account for Department of Social Services Programs	11,259.00
6132	Child Development: Alternative Payment Reserve Account for Department of Social Services Programs	118,169.00
7810	Other Restricted State	20,192.72
9010	Other Restricted Local	1,161,624.72
Total, Restricted Balance		2,346,824.90

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	362,360.00	362,360.00	33,084.05	514,105.00	151,745.00	41.9%
3) Other State Revenue		8300-8599	22,500.00	22,500.00	0.00	94,000.00	71,500.00	317.8%
4) Other Local Revenue		8600-8799	20,000.00	20,000.00	18,522.72	20,000.00	0.00	0.0%
5) TOTAL, REVENUES			404,860.00	404,860.00	51,606.77	628,105.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	346,020.00	346,020.00	79,534.18	340,812.00	5,208.00	1.5%
3) Employee Benefits		3000-3999	322,589.00	322,589.00	69,996.04	301,193.00	21,396.00	6.6%
4) Books and Supplies		4000-4999	441,500.00	441,500.00	54,008.69	497,384.00	(55,884.00)	-12.7%
5) Services and Other Operating Expenditures		5000-5999	236,300.00	236,300.00	45,242.53	506,302.00	(270,002.00)	-114.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	39,272.00	39,272.00	0.00	36,426.00	2,846.00	7.2%
9) TOTAL, EXPENDITURES			1,385,681.00	1,385,681.00	248,781.44	1,682,117.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(980,821.00)	(980,821.00)	(197,174.67)	(1,054,012.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	980,821.00	980,821.00	0.00	1,054,457.00	73,636.00	7.5%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			980,821.00	980,821.00	0.00	1,054,457.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(197,174.67)	445.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	(.86)	(.86)		(.86)	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(.86)	(.86)		(.86)		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(.86)	(.86)		(.86)		
2) Ending Balance, June 30 (E + F1e)			(.86)	(.86)		444.14		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		444.14		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(.86)	(.86)		0.00		
FEDERAL REVENUE								
Child Nutrition Programs		8220	362,360.00	362,360.00	33,084.05	514,105.00	151,745.00	41.9%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			362,360.00	362,360.00	33,084.05	514,105.00	151,745.00	41.9%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	22,500.00	22,500.00	0.00	94,000.00	71,500.00	317.8%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			22,500.00	22,500.00	0.00	94,000.00	71,500.00	317.8%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	20,000.00	20,000.00	18,522.72	20,000.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20,000.00	20,000.00	18,522.72	20,000.00	0.00	0.0%
TOTAL, REVENUES			404,860.00	404,860.00	51,606.77	628,105.00		
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	203,130.00	203,130.00	58,131.69	224,248.00	(21,118.00)	-10.4%
Classified Supervisors' and Administrators' Salaries		2300	49,450.00	49,450.00	18,152.32	54,244.00	(4,794.00)	-9.7%
Clerical, Technical and Office Salaries		2400	93,440.00	93,440.00	3,250.17	62,320.00	31,120.00	33.3%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			346,020.00	346,020.00	79,534.18	340,812.00	5,208.00	1.5%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	76,814.00	76,814.00	18,286.36	72,328.00	4,486.00	5.8%
OASDI/Medicare/Alternative		3301-3302	6,105.00	6,105.00	1,302.20	5,630.00	475.00	7.8%
Health and Welfare Benefits		3401-3402	189,947.00	189,947.00	40,919.02	181,949.00	7,998.00	4.2%
Unemployment Insurance		3501-3502	1,731.00	1,731.00	397.69	1,699.00	32.00	1.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Workers' Compensation		3601-3602	10,972.00	10,972.00	2,182.06	9,658.00	1,314.00	12.0%
OPEB, Allocated		3701-3702	2,850.00	2,850.00	644.22	2,799.00	51.00	1.8%
OPEB, Active Employees		3751-3752	34,170.00	34,170.00	6,264.49	27,130.00	7,040.00	20.6%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			322,589.00	322,589.00	69,996.04	301,193.00	21,396.00	6.6%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	190,000.00	190,000.00	29,265.46	197,873.00	(7,873.00)	-4.1%
Noncapitalized Equipment		4400	0.00	0.00	0.00	18,500.00	(18,500.00)	New
Food		4700	251,500.00	251,500.00	24,743.23	281,011.00	(29,511.00)	-11.7%
TOTAL, BOOKS AND SUPPLIES			441,500.00	441,500.00	54,008.69	497,384.00	(55,884.00)	-12.7%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	500.00	500.00	0.00	500.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	42,800.00	42,800.00	15,975.53	42,510.00	290.00	0.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,000.00	10,000.00	0.00	18,880.00	(8,880.00)	-88.8%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	(795.50)	(796.00)	796.00	New
Professional/Consulting Services and Operating Expenditures		5800	183,000.00	183,000.00	30,062.50	445,208.00	(262,208.00)	-143.3%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			236,300.00	236,300.00	45,242.53	506,302.00	(270,002.00)	-114.3%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	39,272.00	39,272.00	0.00	36,426.00	2,846.00	7.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			39,272.00	39,272.00	0.00	36,426.00	2,846.00	7.2%
TOTAL, EXPENDITURES			1,385,681.00	1,385,681.00	248,781.44	1,682,117.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	900,690.00	900,690.00	0.00	630,789.00	(269,901.00)	-30.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Authorized Interfund Transfers In		8919	80,131.00	80,131.00	0.00	423,668.00	343,537.00	428.7%
(a) TOTAL, INTERFUND TRANSFERS IN			980,821.00	980,821.00	0.00	1,054,457.00	73,636.00	7.5%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			980,821.00	980,821.00	0.00	1,054,457.00		

Resource	Description	2022-23 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	444.14
Total, Restricted Balance		444.14

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	708.06	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	708.06	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	708.06	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	708.06	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	197,788.34	197,788.34		197,788.34	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			197,788.34	197,788.34		197,788.34		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			197,788.34	197,788.34		197,788.34		
2) Ending Balance, June 30 (E + F1e)			197,788.34	197,788.34		197,788.34		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
		9740	0.00	0.00		0.00		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	197,788.34	197,788.34		197,788.34		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
FEDERAL REVENUE								
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Interest		8660	0.00	0.00	708.06	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	708.06	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	708.06	0.00		
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	25,000.00	25,000.00	5,424.27	25,000.00	0.00	0.0%
5) TOTAL, REVENUES			25,000.00	25,000.00	5,424.27	25,000.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B9)			25,000.00	25,000.00	5,424.27	25,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			25,000.00	25,000.00	5,424.27	25,000.00		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	1,568,571.22	1,568,571.22		1,568,571.22	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) As of July 1 - Audited (F1a + F1b)			1,568,571.22	1,568,571.22		1,568,571.22		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,568,571.22	1,568,571.22		1,568,571.22		
2) Ending Net Position, June 30 (E + F1e)			1,593,571.22	1,593,571.22		1,593,571.22		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	1,459,500.74	1,459,500.74		1,459,500.74		
c) Unrestricted Net Position		9790	134,070.48	134,070.48		134,070.48		
OTHER STATE REVENUE								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	25,000.00	25,000.00	5,424.27	25,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			25,000.00	25,000.00	5,424.27	25,000.00	0.00	0.0%
TOTAL, REVENUES			25,000.00	25,000.00	5,424.27	25,000.00		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.00	0.00	0.00	0.0%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%

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

Resource	Description	2022-23 Projected Totals
9010	Other Restricted Local	1,459,500.74
Total, Restricted Net Position		1,459,500.74

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AI, Line B5)		93,860.00	.13%	93,982.00	.13%	94,104.00
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	34,631,017.00	4.51%	36,193,126.90	3.40%	37,423,149.92
2. Federal Revenues	8100-8299	38,607,802.00	.99%	38,988,380.00	.99%	39,372,764.00
3. Other State Revenues	8300-8599	90,216,791.00	1.00%	91,118,959.00	1.00%	92,030,149.00
4. Other Local Revenues	8600-8799	44,554,911.00	.60%	44,821,766.00	.99%	45,266,954.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		208,010,521.00	1.50%	211,122,231.90	1.41%	214,093,016.92
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				43,211,408.00		43,859,580.00
b. Step & Column Adjustment				648,172.00		657,894.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	43,211,408.00	1.50%	43,859,580.00	1.50%	44,517,474.00
2. Classified Salaries						
a. Base Salaries				50,169,763.00		50,912,309.02
b. Step & Column Adjustment				742,546.02		763,685.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	50,169,763.00	1.48%	50,912,309.02	1.50%	51,675,994.02
3. Employee Benefits	3000-3999	54,136,789.00	2.44%	55,456,548.00	2.40%	56,786,110.00
4. Books and Supplies	4000-4999	8,279,781.00	(.68%)	8,223,729.00	(.74%)	8,163,208.00
5. Services and Other Operating Expenditures	5000-5999	54,860,122.00	(.03%)	54,844,089.00	(.74%)	54,435,782.00
6. Capital Outlay	6000-6999	1,072,816.00	(72.04%)	300,000.00	(58.33%)	125,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,404,408.00	(.04%)	2,403,513.00	(.12%)	2,400,592.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(4,270,923.00)	.94%	(4,311,069.00)	.25%	(4,321,847.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	819,673.00	0.00%	819,673.00	0.00%	819,673.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		210,683,837.00	.87%	212,508,372.02	.99%	214,601,986.02
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(2,673,316.00)		(1,386,140.12)		(508,969.10)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		71,756,037.95		69,082,721.95		67,696,581.83
2. Ending Fund Balance (Sum lines C and D1)		69,082,721.95		67,696,581.83		67,187,612.73
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	5,000.00		0.00		0.00
b. Restricted	9740	26,677,918.00		26,677,918.00		19,952,288.98
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	3,000,000.00		0.00		0.00
2. Unassigned/Unappropriated	9790	39,399,803.95		41,018,663.83		47,235,323.75
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		69,082,721.95		67,696,581.83		67,187,612.73
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	3,000,000.00		0.00		0.00
c. Unassigned/Unappropriated	9790	39,399,803.95		47,744,292.85		53,825,375.77
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			(6,725,629.02)		(6,590,052.02)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		42,399,803.95		41,018,663.83		47,235,323.75
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		20.12%		19.30%		22.01%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?						
	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
	Tulare County SELPA					
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546 objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		56,875,017.00				
2. County Office's Total Expenditures and Other Financing Uses Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)						
		210,683,837.00		212,508,372.02		214,601,986.02
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		210,683,837.00		212,508,372.02		214,601,986.02
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		210,683,837.00		212,508,372.02		214,601,986.02
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 8 for calculation details)		2%		2%		2%
e. Reserve Standard - By Percent (Line F3c times F3d)		4,213,676.74		4,250,167.44		4,292,039.72
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 8 for calculation details)		2,240,000.00		2,240,000.00		2,240,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		4,213,676.74		4,250,167.44		4,292,039.72
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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

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

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected County Operations Grant average daily attendance (ADA) has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since budget adoption. Projected ADA for county operated programs has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since budget adoption.

County Office ADA Standard Percentage Range:

1A. Calculating the County Office's ADA Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise enter data into the first column for all fiscal years. If Form MYPI exists, County Operations Grant ADA will be extracted for the two subsequent years; otherwise enter this data. First Interim Projected Year Totals data for Current Year are extracted; enter data for the remaining two subsequent years into the second column.

Program / Fiscal Year	Estimated Funded ADA		Percent Change	Status
	Budget Adoption	First Interim		
	Budget (Form 01CS, Item 1B-2)	Projected Year Totals (Form AI) (Form MYPI)		
County and Charter School Alternative Education Grant ADA (Form A/AI, Lines B1d and C2d)				
Current Year (2022-23)	67.90	69.00	1.6%	Met
1st Subsequent Year (2023-24)	70.00	70.00	0.0%	Met
2nd Subsequent Year (2024-25)	71.40	71.00	-6%	Met
District Funded County Program ADA (Form A/AI, Line B2g)				
Current Year (2022-23)	830.80	847.35	2.0%	Met
1st Subsequent Year (2023-24)	839.00	850.00	1.3%	Met
2nd Subsequent Year (2024-25)	847.00	850.00	.4%	Met
County Operations Grant ADA (Form A/AI, Line B5)				
Current Year (2022-23)	93,738.00	93,880.00	.1%	Met
1st Subsequent Year (2023-24)	93,738.00	93,982.00	.3%	Met
2nd Subsequent Year (2024-25)	93,738.00	94,104.00	.4%	Met
Charter School ADA and Charter School Funded County Program ADA (Form A/AI, Lines C1 and C3f)				
Current Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

1B. Comparison of County Office ADA to the Standard

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

1a. STANDARD MET - Projected ADA for County Operations Grant and county operated programs has not changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

2. CRITERION: LCFF Revenue

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

County Office LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the County Office's Projected Change in LCFF Revenue

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

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption	First Interim		
	(Form 01CS, Item 2C)	Projected Year Totals		
Current Year (2022-23)	25,121,005.00	34,831,017.00	37.9%	Not Met
1st Subsequent Year (2023-24)	25,886,247.00	36,193,127.00	40.9%	Not Met
2nd Subsequent Year (2024-25)	26,281,715.00	37,423,150.00	42.4%	Not Met

2B. Comparison of County Office LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

Standard not met due to the increase in the county operations grant. Was not aware of the county operation grant until June during the State Budget update.

3.

CRITERION: Salaries and Benefits

STANDARD: Projected total salaries and benefits for any of the current fiscal year or two subsequent fiscal years has not changed by more than five percent since budget adoption.

County Office Salaries and Benefits Standard Percentage Range: -5.0% to +5.0%

3A. Calculating the County Office's Projected Change in Salaries and Benefits

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

Fiscal Year	Salaries and Benefits		Percent Change	Status
	Budget Adoption	First Interim		
	(Form 01, Objects 1000-3999)	Projected Year Totals		
	(Form 01CS, Item 3B)	(Form MYPI, Lines B1-B3)		
Current Year (2022-23)	138,319,078.00	147,517,960.00	6.7%	Not Met
1st Subsequent Year (2023-24)	141,044,250.00	150,228,437.02	6.5%	Not Met
2nd Subsequent Year (2024-25)	143,827,449.00	152,979,578.02	6.4%	Not Met

3B. Comparison of County Office Salaries and Benefits to the Standard

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

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

Explanation:
(required if NOT met)

Standard not met in comparison to budget adoption as the salary increases used in budget adoption doubled in the 1st interim figures. Benefits increased to follow the increased salary.

4. CRITERION: Other Revenues and Expenditures

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

Changes that exceed five percent in any major object category must be explained.

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

4A. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the county office's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 4B)	First Interim Projected Year Totals (Fund 01/Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (MYPI, Line A2)				
Current Year (2022-23)	34,268,303.00	38,607,802.00	12.7%	Yes
1st Subsequent Year (2023-24)	34,439,644.00	38,988,380.00	13.2%	Yes
2nd Subsequent Year (2024-25)	34,611,842.00	39,372,764.00	13.8%	Yes

Explanation: (required if Yes) *Project Aware SAMHSA Grant-\$1,800,000 *ESSER Carryover-\$360,658 *CA Friday Night Live-\$2,670,000 *ESSA Carryover-\$853,455 *CA Friday Night Live OTS-\$378,587 *Special Education/Mental Health Grants-\$398,320 *Comprehensive Literacy Grant-\$670,221 *Special Education ARP-Trf to FD 100 (\$2,767,289)

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2022-23)	79,700,264.00	90,216,791.00	13.2%	Yes
1st Subsequent Year (2023-24)	82,567,220.00	91,118,959.00	10.4%	Yes
2nd Subsequent Year (2024-25)	85,562,294.00	92,030,149.00	7.6%	Yes

Explanation: (required if Yes) *After School Education and Safety-\$647,339 *College and Career Grants-\$853,324 *Special Education AB 602-\$4,792,894 *Foster Youth Services-\$417,121 *CA Center on Teaching Careers-\$2,307,032 *In Person Learning-\$496,479 *New Teacher Local Solutions Grant-\$332,426 *Champion Workforce Grant-\$282,512 *Choices HHS Grants-\$376,275

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2022-23)	40,082,250.00	44,554,911.00	11.2%	Yes
1st Subsequent Year (2023-24)	40,583,277.73	44,821,766.00	10.4%	Yes
2nd Subsequent Year (2024-25)	41,090,588.00	45,266,954.00	10.2%	Yes

Explanation: (required if Yes) *Special Education/Mental Health-\$1,173,513 *Call-Hope Social Emotional Learning Improvement-\$299,716 *CA Collaborative Learning Acceleration (CCLA)-\$473,000 *CA Friday Night Live Conferences-\$816,966 *Choices After-school Contracts-\$589,642 *Student Behavior Health Incentive-\$282,747 *ActVnet Agreements-\$202,000 *Educational Resource Services-\$283,688

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2022-23)	6,730,397.00	8,279,781.00	23.0%	Yes
1st Subsequent Year (2023-24)	6,797,701.00	8,223,729.00	21.0%	Yes
2nd Subsequent Year (2024-25)	6,865,678.00	8,163,208.00	18.9%	Yes

Explanation: (required if Yes) Books and supplies increased due to funding increase above

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2022-23)	39,948,976.00	54,860,122.00	37.3%	Yes
1st Subsequent Year (2023-24)	40,436,605.00	54,844,089.00	35.6%	Yes
2nd Subsequent Year (2024-25)	40,930,213.00	54,435,782.00	33.0%	Yes

Explanation: (required if Yes) Services and other operating increased due to increased funding above

4B. Calculating the County Office's Change in Total Operating Revenue and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenues (Section 4A)				
Current Year (2022-23)	154,050,817.00	173,379,504.00	12.5%	Not Met
1st Subsequent Year (2023-24)	157,590,141.73	174,929,105.00	11.0%	Not Met
2nd Subsequent Year (2024-25)	161,264,704.00	176,669,867.00	9.6%	Not Met

Total Books and Supplies, and Services and Other Operating Expenditures (Section 4A)				
Current Year (2022-23)	46,679,373.00	63,139,903.00	35.3%	Not Met
1st Subsequent Year (2023-24)	47,234,306.00	63,067,818.00	33.5%	Not Met
2nd Subsequent Year (2024-25)	47,795,891.00	62,598,990.00	31.0%	Not Met

4C. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 4A if the status in Section 4B is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 4A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 4A
if NOT met)

•Project Aware SAMHSA Grant-\$1,800,000 •ESSER Carryover-\$360,658 •CA Friday Night Live-\$2,670,000 •ESSA Carryover-\$853,455 •CA Friday Night Live OTS-\$378,587 •Special Education/Mental Health Grants-\$398,320 •Comprehensive Literacy Grant-\$670,221 •Special Education ARP-Trf to FD 100 (\$2,767,289)

Explanation:
Other State Revenue
(linked from 4A
if NOT met)

•After School Education and Safety-\$647,339 •College and Career Grants-\$853,324 •Special Education AB 602-\$4,792,894 •Foster Youth Services-\$417,121 •CA Center on Teaching Careers-\$2,307,032 •In Person Learning-\$496,479 •New Teacher Local Solutions Grant-\$332,428 •Champion Workforce Grant-\$282,512 •Choices HHS Grants-\$376,275

Explanation:
Other Local Revenue
(linked from 4A
if NOT met)

•Special Education/Mental Health-\$1,173,513 •CalHope Social Emotional Learning Improvement-\$298,716 •CA Collaborative Learning Acceleration (CCLA)-\$473,000 •CA Friday Night Live Conferences-\$816,966 •Choices Afterschool Contracts-\$589,642 •Student Behavior Health Incentive-\$282,747 •ActVnet Agreements-\$202,000 •Educational Resource Services-\$283,688

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 4A
if NOT met)

Books and supplies increased due to funding increase above

Explanation:
Services and Other Exps
(linked from 4A
if NOT met)

Services and other operating increased due to increased funding above

5. **CRITERION: Facilities Maintenance**

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

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

NOTE: EC Section 17070.75 requires the county office to deposit into the account a minimum amount equal to or greater than three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

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

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	823,547.91	827,104.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 5)		827,104.00	

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

<input type="checkbox"/>	Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Other (explanation must be provided)

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

6. CRITERION: Deficit Spending

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

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

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

6A. Calculating the County Office's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
County Office's Available Reserves Percentage (Criterion 8B, Line 9)	20.1%	19.3%	22.0%
County Office's Deficit Standard Percentage Levels (one-third of available reserves percentage):	6.7%	6.4%	7.3%

6B. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)

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

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

- Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for deficit spending and reserves?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s): Tulare County SELPA

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546 objects 7211-7213 and 7221-7223)	56,875,017.00		

6C. Calculating the County Office's Deficit Spending Percentages

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

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2022-23)	4,156,519.00	31,317,017.00	N/A	Met
1st Subsequent Year (2023-24)	5,339,488.90	31,787,605.00	N/A	Met
2nd Subsequent Year (2024-25)	6,081,082.92	32,368,397.00	N/A	Met

6D. Comparison of County Office Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

7. **CRITERION: Fund and Cash Balances**

A. **FUND BALANCE STANDARD:** Projected county school service fund balances will be positive at the end of the current fiscal year and two subsequent fiscal years.

7A-1. Determining if the County Office's County School Service Fund Ending Balance is Positive

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

Fiscal Year	Ending Fund Balance County School Service Fund Projected Year Totals (Form 011, Line F2)(Form MYPI, Line D2)	Status
Current Year (2022-23)	69,082,721.95	Met
1st Subsequent Year (2023-24)	67,696,581.83	Met
2nd Subsequent Year (2024-25)	67,187,812.73	Met

7A-2. Comparison of the County Office's Ending Fund Balance to the Standard

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

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

Explanation:
(required if NOT met)

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

7B-1. Determining if the County Office's Ending Cash Balance is Positive

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

Fiscal Year	Ending Cash Balance County School Service Fund (Form CASH, Line F, June Column)	Status
Current Year (2022-23)	57,978,708.00	Met

7B-2. Comparison of the County Office's Ending Cash Balance to the Standard

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

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

Explanation:
(required if NOT met)

8. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³
5% or \$75,000 (greater of)	0 to \$6,637,999
4% or \$332,000 (greater of)	\$6,638,000 to \$16,595,999
3% or \$664,000 (greater of)	\$16,596,000 to \$74,682,000
2% or \$2,240,000 (greater of)	\$74,682,001 and over

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

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

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (EC Section 2574), rounded to the nearest thousand.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
County Office's Expenditures and Other Financing Uses(Criterion 8A1), plus SELPA Pass-through (Criterion 6B2b) if Criterion 8B, Line 1 is No:	210,683,837.00	212,508,372.02	214,601,986.02
County Office's Reserve Standard Percentage Level:	2%	2%	2%

8A. Calculating the County Office's Reserve Standard

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

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	210,683,837.00	212,508,372.02	214,601,986.02
2. Plus: Special Education Pass-through (Criterion 6B, Line 2b if Criterion 6B, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	210,683,837.00	212,508,372.02	214,601,986.02
4. Reserve Standard Percentage Level	2%	2%	2%
5. Reserve Standard - by Percent (Line A3 times Line A4)	4,213,676.74	4,250,167.44	4,292,039.72
6. Reserve Standard - by Amount (From percentage level chart above)	2,240,000.00	2,240,000.00	2,240,000.00
7. County Office's Reserve Standard (Greater of Line A5 or Line A6)	4,213,676.74	4,250,167.44	4,292,039.72

8B. Calculating the County Office's Available Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except line 4)	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	3,000,000.00		
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	39,399,803.95	47,744,292.85	53,825,375.77
4. County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)		(8,725,629.02)	(6,590,052.02)
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. County Office's Available Reserve Amount (Lines B1 thru B7)	42,399,803.95	41,018,663.83	47,235,323.75
9. County Office's Available Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	20.12%	19.30%	22.01%
County Office's Reserve Standard (Section 8A, Line 7):	4,213,676.74	4,250,167.44	4,292,039.72
Status:	Met	Met	Met

8C. Comparison of County Office Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1.

Contingent Liabilities

1a.

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

No

1b.

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

S2.

Use of One-time Revenues for Ongoing Expenditures

1a.

Does your county office have ongoing county school service fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

No

1b.

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

S3.

Temporary Interfund Borrowings

1a.

Does your county office have projected temporary borrowings between funds? (Refer to Education Code Section 42603)

No

1b.

If Yes, identify the interfund borrowings:

S4.

Contingent Revenues

1a.

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

No

1b.

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

55. Contributions

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

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

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

County Office's Contributions and Transfers Standard:

55A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund

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

Description / Fiscal Year	Budget Adoption (Form 01CS, Item 55A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted County School Service Fund					
(Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2022-23)	(3,946,592.00)	(3,256,792.00)	-17.5%	(689,800.00)	Not Met
1st Subsequent Year (2023-24)	(3,946,592.00)	(3,256,792.00)	-17.5%	(689,800.00)	Not Met
2nd Subsequent Year (2024-25)	(3,946,592.00)	(3,256,792.00)	-17.5%	(689,800.00)	Not Met
1b. Transfers In, County School Service Fund *					
Current Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, County School Service Fund *					
Current Year (2022-23)	820,831.00	819,673.00	-1%	(1,158.00)	Met
1st Subsequent Year (2023-24)	820,831.00	819,673.00	-1%	(1,158.00)	Met
2nd Subsequent Year (2024-25)	820,831.00	819,673.00	-1%	(1,158.00)	Met

1d. Capital Project Cost Overruns

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

No

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

55B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects

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

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

Explanation:
(required if NOT met)

Net decrease in contributions by \$689,800. The changes account for the following: Library and Media Technology-(\$161,475), Court and Community-(\$187,476), College and Career-(\$562,536)

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments* and their annual required payment for the current year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

*Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the County Office's Long-term Commitments

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

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

Yes

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

No

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item 57A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2022
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation	23	General Fund Res 00000	7438-7439	33,870,000
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	1	Various Resource Codes	10000-3999	2,087,925

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2022
TOTAL:				35,957,925

Type of Commitment (continued):	Prior Year (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases				
Certificates of Participation	2,408,815	2,404,408	2,403,513	2,400,592
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	2,408,815	2,404,408	2,403,513	2,400,592
Has total annual payment increased over prior year (2021-22)		No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

No

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

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

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

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

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

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

Yes

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

No

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

No

Budget Adoption

2 OPEB Liabilities

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. Total OPEB liability	44,228,545.00	46,726,282.00
b. OPEB plan(s) fiduciary net position (if applicable)	26,704,576.00	24,137,340.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	17,523,969.00	22,588,922.00
d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?	Actuarial	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	Jul 01, 2021	Nov 29, 2022

3 OPEB Contributions

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

	Budget Adoption (Form 01CS, Item S7A)	First Interim
Current Year (2022-23)	2,048,892.00	0.00
1st Subsequent Year (2023-24)	2,048,892.00	0.00
2nd Subsequent Year (2024-25)	2,048,892.00	0.00

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

Current Year (2022-23)	4,452,520.00	4,843,108.00
1st Subsequent Year (2023-24)	4,452,520.00	4,848,900.00
2nd Subsequent Year (2024-25)	4,452,520.00	4,854,779.00

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

Current Year (2022-23)

		2,048,692.00
1st Subsequent Year (2023-24)		2,048,692.00
2nd Subsequent Year (2024-25)		2,048,692.00

Data must be entered.
Data must be entered.
Data must be entered.

d. Number of retirees receiving OPEB benefits

Current Year (2022-23)

	117.00	117.00
1st Subsequent Year (2023-24)	117.00	117.00
2nd Subsequent Year (2024-25)	117.00	117.00

4. Comments:

Actuarially Determined Contribution should be \$0 per the actuarial. We have not been asked to calculate an actuarially determined contribution amount. We assume the County Office contributes on an ad hoc basis, but in an amount sufficient to fully fund the obligation over a period not to exceed 22 years.

S7B. Identification of the County Office's Unfunded Liability for Self-Insurance Programs

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

1 a. Does your county office operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 1b-4)

No

b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

n/a

c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?

n/a

2 **Self-Insurance Liabilities**

a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

Budget Adoption (Form 01CS, Item S7B)	First Interim

3 **Self-Insurance Contributions**

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

Budget Adoption (Form 01CS, Item S7B)	First Interim

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

4 Comments:

--

S8. Status of Labor Agreements

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

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

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

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

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

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

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption?

No

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

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full-time-equivalent (FTE) positions	240.0	234.0	234.0	234.0

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

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

No

If No, complete questions 5 and 6.

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

If Yes, complete questions 5 and 6.

No

Negotiations Settled Since Budget Adoption

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

Apr 12, 2023

3. Period covered by the agreement:

Begin Date: Jul 01, 2022

End Date:

4. Salary settlement:

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

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

Yes	Yes	Yes
-----	-----	-----

One Year Agreement

Total cost of salary settlement

1,787,161		
-----------	--	--

% change in salary schedule from prior year

6.0%		
------	--	--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

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

--	--	--

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

Negotiations Not Settled

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

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

6. Amount included for any tentative salary schedule increases

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

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

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

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

Yes	Yes	Yes
-----	-----	-----

2. Total cost of H&W benefits

4,888,305	5,063,037	5,265,558
-----------	-----------	-----------

3. Percent of H&W cost paid by employer

100.0%	100.0%	100.0%
--------	--------	--------

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

3.8%	4.0%	4.0%
------	------	------

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

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

No

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

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

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

Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes
379,294	384,983	390,758
1.5%	1.5%	1.5%

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

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

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

Certificated (Non-management) - Other

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

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

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

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?

If Yes, complete number of FTEs, then skip to section S8C.
If No, continue with section S8B.

No

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified (non-management) FTE positions	378.0	389.0	389.0	389.0

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

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

Yes

If No, complete questions 5 and 6.

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

If Yes, complete questions 5 and 6.

No

Negotiations Settled Since Budget Adoption

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

Apr 12, 2023

3. Period covered by the agreement:

Begin Date: Jul 01, 2022

End Date: Jun 30, 2023

4. Salary settlement:

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

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

Yes	Yes	Yes
-----	-----	-----

One Year Agreement

Total cost of salary settlement

1,933,966		
-----------	--	--

% change in salary schedule from prior year

6.0%		
------	--	--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

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

--	--	--

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

Negotiations Not Settled

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

6. Amount included for any tentative salary schedule increases

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

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

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

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes	
Total cost of H&W benefits	7,521,414	7,822,271	8,135,182
Percent of H&W cost paid by employer			
Percent projected change in H&W cost over prior year	3.7%	4.0%	4.0%

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

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

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

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

No

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

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

2. Cost of step & column adjustments

3. Percent change in step & column over prior year

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes	
446,791	453,492	460,294	
1.5%	1.5%	1.5%	

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

Classified (Non-management) - Other

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

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

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

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

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

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

If No, continue with section S8C.

No

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	272.0	294.0	294.0	294.0

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

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete question 2.

Yes

If No, complete questions 3 and 4.

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

If Yes, complete questions 3 and 4.

No

Negotiations Settled Since Budget Adoption

2. Salary settlement:

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

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

Yes	Yes	Yes
-----	-----	-----

Total cost of salary settlement

1,246,632		
-----------	--	--

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

6.0%		
------	--	--

Negotiations Not Settled

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

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

4. Amount included for any tentative salary schedule increases

--	--	--

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

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

Yes	Yes	Yes
-----	-----	-----

2. Total cost of H&W benefits

5,130,838	5,335,864	5,549,299
-----------	-----------	-----------

3. Percent of H&W cost paid by employer

100.0%	100.0%	
--------	--------	--

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

3.7%	4.0%	4.0%
------	------	------

Management/Supervisor/Confidential Step and Column Adjustments

Budget Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

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

Yes	Yes	Yes
-----	-----	-----

2. Cost of step & column adjustments

311,658	316,333	321,078
---------	---------	---------

3. Percent change in step & column over prior year

1.5%	1.5%	1.5%
------	------	------

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

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

Yes	Yes	Yes
-----	-----	-----

2. Total cost of other benefits

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

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

0.0%	0.0%	0.0%
------	------	------

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

S9A. Identification of Other Funds with Negative Ending Fund Balances

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

1.

Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?

No

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

2.

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

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A2 through A8; Item A1 is automatically completed based on data from Criterion 7.

- | | |
|--|----------------------------------|
| A1. Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund? (Data from Criterion 7B-1, Cash Balance, are used to determine Yes or No) | <input type="text" value="No"/> |
| A2. Is the system of personnel position control independent from the payroll system? | <input type="text" value="Yes"/> |
| A3. Is the County Operations Grant ADA decreasing in both the prior and current fiscal years? | <input type="text" value="No"/> |
| A4. Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior or current fiscal year? | <input type="text" value="No"/> |
| A5. Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | <input type="text" value="No"/> |
| A6. Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees? | <input type="text" value="No"/> |
| A7. Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to the CDE.) | <input type="text" value="No"/> |
| A8. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | <input type="text" value="No"/> |

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

Comments:
(optional)

End of County Office First Interim Criteria and Standards Review

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

Tulare County

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

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

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

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

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

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

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

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

GENERAL LEDGER CHECKS

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

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

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

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

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

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

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

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

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

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

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

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

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following funds by resources:

Exception

FUND RESOURCE	Right Pass-through Revenues	Right Transfers of Pass-through Revenues	Right Difference
---------------	-----------------------------	--	------------------

10 6536	\$0.00	\$758,158.00	(\$758,158.00)
---------	--------	--------------	----------------

Explanation: All funding was originally received and recorded in fund 010. When closing the books, it was realized that the costs going to district should be recorded in Fund 100. For 22-23, the expense is recorded in FD 100 and the revenue is pulling from fund balance in FD 100

10 6537	\$0.00	\$3,727,157.00	(\$3,727,157.00)
---------	--------	----------------	------------------

Explanation: All funding was originally received and recorded in fund 010. When closing the books, it was realized that the costs going to district should be recorded in Fund 100. For 22-23, the expense is recorded in FD 100 and the revenue is pulling from fund balance in FD 100

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

Passed

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

Passed

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

Passed

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

Passed

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

Passed

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

Passed

OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund.

Passed

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

Passed

EXP-POSITIVE - (Warning) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

Exception

FUND	RESOURCE	FUNCTION	VALUE
01	0000	8700	(\$113,936.00)

Explanation: Facilities use charges to various resources

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

Passed

SUPPLEMENTAL CHECKS

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

Passed

CS-YES-NO - (Fatal) - Supplemental Information Items and additional fiscal Indicator Items In the Criteria and Standards Review (Form 01CSI) must be answered Yes or No, where applicable, for the form to be complete.

Passed

EXPORT VALIDATION CHECKS

FORM01-PROVIDE - (Fatal) - Form 01 (Form 01I) must be opened and saved.

Passed

INTERIM-CERT-PROVIDE - (Fatal) - Interim Certification (Form CI) must be provided.

Passed

ADA-PROVIDE - (Fatal) - Average Daily Attendance data (Form AI) must be provided.

Passed

CS-PROVIDE - (Fatal) - The Criteria and Standards Review (Form 01CSI) has been provided.

Passed

CASHFLOW-PROVIDE - (Warning) - A Cashflow Worksheet (Form CASH) must be provided with your Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.)

Exception

Explanation: Cash flow will be provided on a separate document

MYP-PROVIDE - (Warning) - A Multiyear Projection Worksheet must be provided with your Interim. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)

Passed

MYPIO-PROVIDE - (Warning) - A multiyear projection worksheet must be provided with your interim report for any fund projecting a negative balance at the end of the current fiscal year. (Note: LEAs may use a multiyear projection worksheet other than Form MYPIO, with approval of their reviewing agency.)

Passed

CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.

Passed

CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.

Passed

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

Passed

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

Passed

TULARE COUNTY OFFICE OF EDUCATION 54 10546
 Budget Assumptions
 2022-2023 1st Interim as of 12-3-2022

Local Control Funding Formula	2022-2023		2023-2024		2024-2025
COLA	6.56%		5.38%		4.02%
Base Grant per ADA	\$13,783		\$14,525		\$15,108
Court & Community ADA	69		69		69
ADA Method	Actual and historical data				
Special Ed					
Growth per ADA	\$820		\$820		\$820
Lottery					
Unrestricted per ADA	\$170.00		\$170.00		\$170.00
Prop 20 per ADA	\$67.00		\$67.00		\$67.00
Local Funding					
Interest Rates from Co Treasurer	1.29%		1.00%		1.00%
Salary Costs					
Step & Column	1.50%		1.50%		1.50%
COLA est	TBD		TBD		TBD
Employee Benefit Rates					
STRS	19.10%		19.10%		19.10%
PERS	25.37%		27.10%		27.70%
PERS Employer Pickup	32.37%		7.00%		7.00%
Medicare	1.45%		1.45%		1.45%
Unemployment	0.50%		0.50%		0.20%
Workers Compensation	3.17%		3.17%		3.17%
Health Insurance Rates					
Certificated	\$22,808	4%	\$23,720	4%	\$24,669
Classified	\$23,756	5%	\$24,706	5%	\$25,694
Management	\$23,408	5%	\$24,344	5%	\$25,318

Retiree Benefits

TCOE pays 100% retiree benefits to age 65 for qualified employee.
 There are currently 89 retirees receiving this benefit

TCOE pays 50% retiree benefits from age 65 to age 75 for qualified management employees.
 There are currently 14 retirees receiving this benefit

Effective 7/01/2019 GASB 75 was implemented. A trust was set up to fund current and past OPEB liabilities.
 The FTE rate is \$3,417/yr. per eligible employee. The allocated rate is 0.80% of salaries.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Jody Arriaga, Director
Internal Business Services

SUBJECT:

Review of the 2023-2024 proposed budget calendar

DESCRIPTION/SUMMARY:

See attached tentative calendar

FINANCING:

N/A

RECOMMENDATION:

Information only

TULARE COUNTY OFFICE OF EDUCATION
2023-2024 BUDGET CALENDAR
(7/1/2023 through 6/30/2024)

COMPLETION DATE	ACTIVITY PERFORMED	BY WHOM
MONTHLY (all categorical programs must be self-supporting with allowable costs to service fund)	Review current fiscal year income and expenditures (both actual and projected) compare with working budget. Any revisions must be approved in advance by the Superintendent	Assistant Superintendents Administrators Directors/Program Managers Director, Internal Business
3rd Monday in January January 16, 2023 {Holiday}	Provide budget development documents to Assistant Superintendents	Director, Internal Business
2nd Monday in February February 13, 2023 {Holiday}	Return budget development documents to Assistant Superintendents	Administrators Directors/Program Managers
4th Monday in February February 27, 2023	Return budget development documents to Internal Fiscal Officer	Assistant Superintendents
2nd Monday in March March 13, 2023	Prepare preliminary income projections for all sections, 2023-2024 Budget. Review preliminary budget and establish list of priorities.	Director, Internal Business Executive Board
NO LATER THAN March 15	Non-reelection notification (certificated), if necessary	Assistant Superintendent, Human Resources
NO LATER THAN March 15	Notification of Layoff (classified employees), if necessary	Assistant Superintendent, Human Resources
NO LATER THAN March 17, 2023 (45 days after the close of the period reported)	Review second interim report of financial and budgetary status of TCOE for period ending January 31 [Ed. Code 1240(l)(1)(A)&(B)] Certify to state whether TCOE will be able to meet financial obligations for this fiscal year and for multi-year commitments	Board of Education Superintendent
NO LATER THAN April 28, 2023 (at least 10 days before the public hearing)	Post in 3 public places and publish the time, place and purpose of public hearing & availability of proposed budget for public inspection [Ed. Code 1620]	Administrative Legal Assistant, Business Services
May 5, 2023	Budget must be made available for public inspection at least 3 days prior to the public hearing [Ed. Code 1620]	Director, Internal Business
May 8, 2023	Cutoff date for purchase orders	Superintendent
Prior to May board meeting - before May 10, 2023	Review proposed budget for next fiscal year (2023-2024)	Executive Board
2nd Wednesday in May May 10, 2023	PowerPoint Presentation Hold Public Hearing on LCAP or LCAP update and proposed budget (2023-2024)	Director, Internal Business Assistant Superintendent, Instructional Services-Student Support Services Branch Board of Education

TULARE COUNTY OFFICE OF EDUCATION
2023-2024 BUDGET CALENDAR
(7/1/2023 through 6/30/2024)

COMPLETION DATE	ACTIVITY PERFORMED	BY WHOM
NO LATER THAN May 12	Final Notice of Layoff (classified employees), if necessary	Assistant Superintendent, Human Resources
BEFORE May 15	Notice of termination, if there is a decline in average daily attendance (certificated) [Ed. Code 44955]	Assistant Superintendent, Human Resources
2nd Wednesday in June June 14, 2023	Submit final revisions of 2022-2023 budget to Board of Education ----- The budget shall not be adopted/approved before the LCAP or update to the LCAP [Ed. Code 1622(a)] ----- Adoption of 2023-2024 LCAP or LCAP update and budget	Director, Internal Business Superintendent ----- Assistant Superintendent, Instructional Services-Student Support Services Branch Board of Education
BEFORE June 30 or prior to expending EPA funds	Approve spending plan/determination for money received from the Education Protection Account (EPA). This can be done at the same time as budget adoption.	Director, Internal Business Board of Education
ON OR BEFORE July 1	File the approved budget with the State within 5 days after adoption, or by July 1 [Ed. Code 1622(a)]	Director, Internal Business
August (not later than 45 days after the Governor signs the Annual Budget Act)	Make available any revisions in revenues and expenditures made to the budget to reflect the funding made available by the Budget Act [Ed. Code 1622(e)]	Director, Internal Business
NO LATER THAN August 15	Notice of termination, if funding is not increased by 2% per average daily attendance (certificated) [Ed. Code 44955.5]	Assistant Superintendent, Human Resources
September	Upon finalizing financial data for the fiscal year, post on TCOE website the actuals for 2022-2023 EPA.	Director, Internal Business
ON OR BEFORE September 15	State shall approve or disapprove the adopted budget [Ed. Code 1622(b)]	State Superintendent of Public Instruction
ON OR BEFORE October 8	If the budget is disapproved by the State, review recommendations from the state at a regularly scheduled meeting. Respond to recommendations, including any proposed actions to be taken [Ed. Code 1622(c)]	Board of Education
ON OR BEFORE October 15	Prepare and file unaudited actuals (annual financial report) with the State [Ed. Code 1628]	Director, Internal Business
NO LATER THAN December 15	Prior fiscal year audit due to State [Ed. Code 41020(h)] (2022-2023)	Director, Internal Business

TULARE COUNTY OFFICE OF EDUCATION
 2023-2024 BUDGET CALENDAR
 (7/1/2023 through 6/30/2024)

COMPLETION DATE	ACTIVITY PERFORMED	BY WHOM
NO LATER THAN December 15, 2023 (45 days after the close of the period reported)	Review first interim report of 2023-2024 financial and budgetary status of TCOE for period ending October 31 [Ed. Code 1240(l)(1)(A)&(B)]	Board of Education
NO LATER THAN March 16, 2024 (45 days after the close of the period reported)	Review second interim report of financial and budgetary status of TCOE for period ending January 31 [Ed. Code 1240(l)(1)(A)&(B)]	Board of Education
	Certify to state whether TCOE will be able to meet financial obligations for this fiscal year and for multi-year commitments	Superintendent

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent, Special Services

SUBJECT:

School Plan for Student Achievement

DESCRIPTION/SUMMARY:

The School Plan for Student Achievement is designed to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state and local programs. Each of the goals are designed to meet identified needs from evaluating data provided by the CDE Dashboard, CAASPP, local surveys and assessments, as well as stakeholder input.

FINANCING:

N/A

RECOMMENDATION:

Board approval

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sp Education Division	California	December 1, 2022	December 12, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

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

Tulare County Office of Education consults with stakeholders to review needs assessments, parent and staff surveys, California Dashboard, and school plans, to gain needed information to address program, site and student needs. From this information program needs are identified, goals are created and school plans are created in alignment with the Local Control Accountability Plan.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Needs assessment sent to staff asking for feedback and ideas regarding focus of our program needs by site and throughout the county. Survey was shared and reviewed at our CAC meetings to further discuss, input from community members, parents, general education teachers and special education teachers and administrators was gathered.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted at various sites on a weekly bases throughout the school year to gain needs of staff, students and individual sites, and needs may vary site to site.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Within our Special Education Program, state and local assessment data is used to modify curriculum and instruction and improve student achievement by continuously gathering data to realign classroom and individual student goals. Individual student IEP's are also a resource and progress on individual goals and objects are used in conjunction with state and local assessment results to drive individual focus and overall improvement and achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Within our Special Education Program, we are heavily focused on curriculum based assessments within our severely disabled program, in order to drive curriculum, lessons and monitor individual student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We are focused on our commitment to continuously survey our staff needs for on-going professional development to further build their skill set to meet the needs of our students. Once survey data and needs assessment information is collected we strive to build a calendar of professional development opportunities for all staff, classified and certificated, in hopes to continuously improve their teaching skills.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are provided access to all instructional materials needed to meet the needs of each individual student, including assistive technology devices for individual students as needed.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development trainings are aligned to both content standards and student's individual IEP goals and services needed for them to make progress on individual goals.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Program is staffed with a behavioral technicians, BCBA's, school psychologist, Program Specialist's and Teachers on Special Assignment, to assist and provide hands on, on going training, to teachers and Instructional Aides to provide support within and outside of the classroom setting as needed to meet student and program needs.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers participate in monthly job alike meetings and trainings to share and collaborate on lessons (PLC)'s, IEP assessments, IEP writing, best practices and behavioral techniques.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Program is aligned to content and performance standards, as needed for each individual student. At times content and performance standards are scaffolding to the students cognitive level in order to assist in closing the gap and meeting student needs and individual goals.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes vary from class to class throughout our program based on grade level and individual student need, IEP goals and specific program.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Master scheduling is not used within our severely disabled program due to needs of individual students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each student within our program has access to standards based instructional materials, based on individual student need and agreed upon IEP and on a daily bases.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All adopted materials/curriculum for each individual student is aligned and scaffold down to meet the needs of current student levels and ability, for all grades preschool-age 22.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students receive services by the regular program based on individual need, ability to access the setting and per individualized education plan.

Evidence-based educational practices to raise student achievement

All evidence-based educational practices to raise student achievement is based on program and individual student need, as well as individual goal and objectives.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We provide a variety of parent trainings to our families based off of our needs assessment circulated twice within a year. Trainings include but not limited to; behavior intervention in the home, Picture Exchange program & Visual Schedules, working with students with Autism, IEP Training, etc. Based off of a similar needs assessment we provide the same topics of training for our community partners such as Parenting Network, Central Valley Regional Center, etc., and the 43 outlying districts we serve.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our Community Advisory Committee (CAC), consists of parent/guardians of individuals with exceptional needs enrolled in one of programs or within one of our LEAs or private schools, parent/guardians of other enrolled students with no exceptional needs, disabled students and/or adults, general and special education teachers, other school staff, representatives of other public or private agencies and persons concerned with the needs of students with exceptional needs. The majority of our CAC shall be parents/guardians of individuals with exceptional needs and shall, as much as possible, represent the four geographical regions within our County. This group of individuals meets regularly on a monthly bases to provide consultation and feedback on our SPSA and various other essential plans where funding is utilized to support student needs and growth.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our Community Advisory Committee (CAC), consists of parent/guardians of individuals with exceptional needs enrolled in one of programs or within one of our LEAs or private schools, parent/guardians of other enrolled students with no exceptional needs, disabled students and/or adults, general and special education teachers, other school staff, representatives of other public or private agencies and persons concerned with the needs of students with exceptional needs. The majority of our CAC shall be parents/guardians of individuals with exceptional needs and shall, as much as possible, represent the four geographical regions within our County. This group of individuals meets regularly on a monthly bases to provide consultation and feedback on our SPSA and various other essential plans where funding is utilized to support student needs and growth. A School Site Council has been developed for the purpose of developing and reviewing the SPSA. The council consists of staff, parents and community members. The council will meet regularly to review and update the SPSA as needed.

Resource Inequities

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

None noted

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.38%	0.2%	0.29%	4	2	3
African American	1.42%	1.7%	1.46%	15	17	15
Asian	2.09%	1.9%	1.75%	22	19	18
Filipino	0.66%	0.5%	0.78%	7	5	8
Hispanic/Latino	77.42%	78.0%	77.96%	816	799	803
Pacific Islander	0.19%	0.2%	0.19%	2	2	2
White	17.36%	16.9%	16.80%	183	173	173
Multiple/No Response	0.47%	0.7%	0.68%	5	7	7
Total Enrollment				1,054	1,024	1030

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	27	21	25
Grade 1	42	42	41
Grade 2	52	47	52
Grade 3	48	54	47
Grade 4	60	51	56
Grade 5	63	59	54
Grade 6	65	67	65
Grade 7	78	65	73
Grade 8	70	81	68
Grade 9	94	66	78
Grade 10	71	92	71
Grade 11	75	70	97
Grade 12	309	309	303
Total Enrollment	1,054	1,024	1,030

Conclusions based on this data:

1. Most of our student groups that we serve are within the Hispanic/Latino and White ethnicity and a high number of English Language Learners.

2. A large percentage of students served are between the 12th grade and within our adult program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	102	57	80	9.7%	5.60%	7.8%
Fluent English Proficient (FEP)	173	217	215	16.4%	21.20%	20.9%
Reclassified Fluent English Proficient (RFEP)	62	21		45.3%	2.10%	

Conclusions based on this data:

1. Our over all EL count seems to have decreased over the past two years.
2. A higher percentage of our students are Fluent English Proficient (FEP)
3. Our reclassification of students (RFEP), over the past three years has drastically increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*		*	0		*	0				
Grade 5	*		*	*		0	*		0			
Grade 6	*	*	*	*	*	0	*	*	0			
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	0		*	0				
Grade 11		*	*		0	*		0	*			
All Grades	*	12	4	*	*	*	*	*	*			

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*			*			*			*			*		
Grade 5	*			*			*			*			*		
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*			*			*			*			*		
Grade 11			*			*			*			*			*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*			*			*		
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*			*			*		
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*			*			*		
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*			*			*		
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. All of our students take the California Alternative Assessment (CAA), based on individual IEP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*		*	0		*	0				
Grade 5	*		*	*		0	*		0			
Grade 6	*	*	*	*	*	0	*	*	0			
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	0		*	0				
Grade 11		*	*		0	*		0	*			
All Grades	*	12	4	*	*	*	*	*	*			

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*			*			*			*			*		
Grade 5	*			*			*			*			*		
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*			*			*			*			*		
Grade 11			*			*			*			*			*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*			*			*		
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*			*			*		
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*			*			*		
All Grades	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- All of our students take the California Alternative Assessment (CAA), based on individual IEP.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		4	*	0
1	*	*		*	*		*	*		8	8	
2	*	*		*	*		*	*		*	9	
3	*	*		*	*		*	*		5	*	
4	*	*		*	*		*	*		6	6	
5	*	*		*	*		*	*		6	5	0
6	*	*		*	*		*	*		4	5	
7	*	*		*	*		*	*		9	*	
8	*	*		*	*		*	*		9	*	
9	*	*		*	*		*	*		7	*	
10	*	*		*	*		*	*		6	8	
11	1150.0	*		1150.0	*		1150.0	*		12	4	0
12	1150.0	*		1150.0	*		1150.0	*		20	4	
All Grades										99	59	0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	0.00	*		0.00	*		0.00	*		100.0	*		12	*	
12	0.00	*		0.00	*		0.00	*		100.0	*		20	*	
All Grades	0.00	0.00		0.00	0.00		0.00	0.00		100.0	100.0		99	59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	0.00	*		0.00	*		0.00	*		100.0	*		12	*	
12	0.00	*		0.00	*		0.00	*		100.0	*		20	*	
All Grades	0.00	0.00		0.00	0.00		0.00	0.00		100.0	100.0		99	59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	0.00	*		0.00	*		0.00	*		100.0	*		12	*	
12	0.00	*		0.00	*		0.00	*		100.0	*		20	*	
All Grades	0.00	0.00		0.00	0.00		0.00	0.00		100.0	100.0		99	59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	0.00	*		0.00	*		100.00	*		12	*	
12	0.00	*		0.00	*		100.00	*		20	*	
All Grades	0.00	0.00		0.00	0.00		100.00	100.00		99	59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	0.00	*		0.00	*		100.00	*		12	*	
12	0.00	*		0.00	*		100.00	*		20	*	
All Grades	0.00	0.00		0.00	0.00		100.00	100.00		99	59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	0.00	*		0.00	*		100.00	*		12	*	
12	0.00	*		0.00	*		100.00	*		20	*	
All Grades	0.00	0.00		0.00	0.00		100.00	100.00		99	59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	0.00	*		0.00	*		100.00	*		12	*	
12	0.00	*		0.00	*		100.00	*		20	*	
All Grades	0.00	0.00		0.00	0.00		100.00	100.00		99	59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. A large number of our students take an alternative assessment to the ELPAC, based on current IEP's.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1024	76.0	5.6	1.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	5.6
Foster Youth	17	1.7
Homeless	7	0.7
Socioeconomically Disadvantaged	778	76.0
Students with Disabilities	1023	99.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	1.7
American Indian or Alaska Native	2	0.2
Asian	19	1.9
Filipino	5	0.5
Hispanic	799	78.0
Two or More Races	7	0.7
Native Hawaiian or Pacific Islander	2	0.2
White	173	16.9

Conclusions based on this data:

1. Based on information above 100% of our students we serve are all students with disabilities.







School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Red	Suspension Rate  Blue
Mathematics  Orange	Chronic Absenteeism  Orange	
College/Career  Red		

Conclusions based on this data:

1. Our Graduation rate is Red due to all of our students served being on a Certificate of Completion track instead of a diploma track, based on individual IEP's.
2. Chronic absenteeism is Orange due to various health conditions of our students and requirement to provide education and IEP related services via Home/Hospital.

School and Student Performance Data

Academic Performance English Language Arts

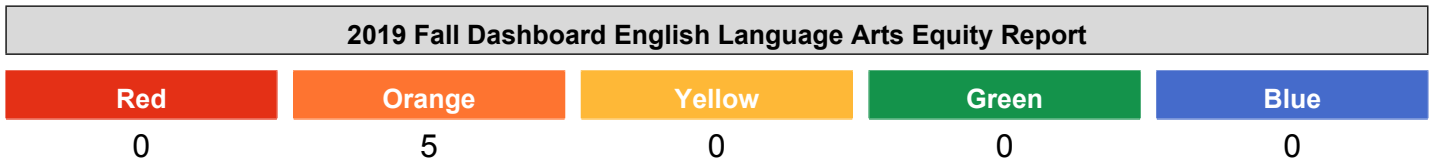
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 29.5 points below standard Declined -7.3 points 387	<p>English Learners</p> Orange 23.3 points below standard Declined Significantly -20.7 points 110	<p>Foster Youth</p> No Performance Color 31.4 points below standard Increased Significantly +10.7 points 11
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Orange 30.2 points below standard Declined -8.6 points 273	<p>Students with Disabilities</p> Orange 29.5 points below standard Declined -7.3 points 387

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.9 points below standard Declined -7.1 points 308	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 20.2 points below standard Declined -4.3 points 58

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
28.9 points below standard Declined Significantly -23.2 points 49	18.8 points below standard Declined Significantly -32.9 points 61	33.4 points below standard Declined -3.2 points 264

Conclusions based on this data:

1. Performance levels are all in the Orange due to alternative curriculum needed to meet the needs of individual students and in accordance to individual IEP's.

School and Student Performance Data

Academic Performance Mathematics

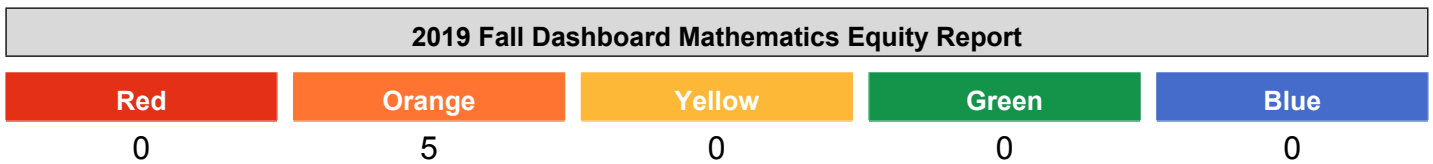
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 48 points below standard Maintained -1 points 365	<p>English Learners</p> Orange 39.8 points below standard Declined -4.9 points 103	<p>Foster Youth</p> No Performance Color 42.7 points below standard Increased Significantly ++12.1 points 11
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Orange 46.1 points below standard Maintained ++0.9 points 257	<p>Students with Disabilities</p> Orange 48 points below standard Maintained -1 points 365

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.6 points below standard Maintained ++0.4 points 292	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 50.8 points below standard Declined -4.2 points 55

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
43.8 points below standard Maintained -1.8 points 45	36.6 points below standard Declined Significantly -39.5 points 58	51.7 points below standard Maintained 0 points 249

Conclusions based on this data:

- Performance levels are all in the Orange due to alternative curriculum needed to meet the needs of individual students and in accordance to individual IEP's.

School and Student Performance Data

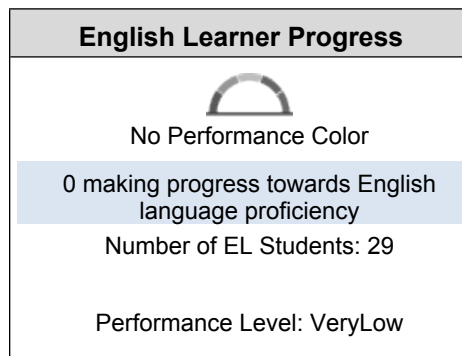
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.4	96.5		

Conclusions based on this data:

- Low number of students making progress towards EL proficiency is due to our students exceptional needs.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	179	100
African American	5	2.8
American Indian or Alaska Native	1	0.6
Asian	3	1.7
Filipino		
Hispanic	129	72.1
Native Hawaiian or Pacific Islander		
White	40	22.3
Two or More Races	1	0.6
English Learners	4	2.2
Socioeconomically Disadvantaged	142	79.3
Students with Disabilities	179	100
Foster Youth	5	2.8
Homeless	2	1.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Due to the nature of our program and the students we serve with exceptional needs, most of our students do not access our College/Career program.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 41.8 Declined -2.8 510	<p>English Learners</p> Orange 29.5 Declined -4.4 95	<p>Foster Youth</p> No Performance Color 15.4 Declined -26.7 13
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p> Red 40.8 Maintained 0 341	<p>Students with Disabilities</p> Orange 42.3 Declined -2.2 497

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 58.3 Increased +4.5 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41 Declined -1.7 415	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 45.1 Declined -8.7 71

Conclusions based on this data:

1. A large number of our Chronic Absenteeism issues/concerns are due to health issues/concerns and doctors orders requesting Home and Hospital instruction during the school year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	179	2	0	1.1
English Learners	4		0	
Foster Youth	5		0	
Homeless	2		0	
Socioeconomically Disadvantaged	142	2	0	1.4
Students with Disabilities	179	2	0	1.1
African American	5		0	
American Indian or Alaska Native	1		0	
Asian	3		0	
Filipino				
Hispanic	129	2	0	1.6
Native Hawaiian or Pacific Islander				
White	40	0	0	0
Two or More Races	1		0	

Conclusions based on this data:

1. 100% of the student we serve within our program are non diploma track student all receiving a Certificate of Completion at the age of 22.

School and Student Performance Data

Conditions & Climate Suspension Rate

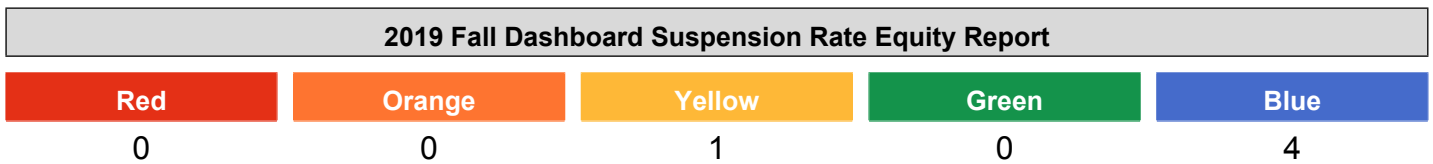
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.5</p> <p>Maintained 0</p> <p>1096</p>	<p>English Learners</p> <p>Blue</p> <p>0.6</p> <p>Declined -0.9</p> <p>180</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>4</p> <p>Increased +4</p> <p>25</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.3</p> <p>Declined -0.4</p> <p>716</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0.5</p> <p>Maintained 0</p> <p>1072</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0 18	 No Performance Color Less than 11 Students - Data 5	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Declined -3.8 26	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0.2</div> Declined -0.3 827	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 4	 Yellow <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">1.5</div> Increased +1.5 204

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.5

Conclusions based on this data:

1. Suspension rates continue to decline due largely to the Behavior Intervention strategies utilized within all our classrooms throughout our program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Staff Training to address dyslexia and other processing difficulties

LEA/LCAP Goal

Training will provide teachers with additional tools needed to support students who require intervention in the area of reading and struggle with learning to read or interpret words, letters, and other symbols.

Goal 1

Orton Gillingham training will provide teachers with the additional skill set to work with students who receive additional instruction to improve their literacy skills.

Identified Need

Increased assessment scores and progress on individual goals/objectives per each student individualized education plan or IEP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Fluency levels	Individualized for each student per their IEP goals and assessment data	Students will meet reading fluency goals outlined in IEPs and increased SBAC ELA scores

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Multi-sensory structured reading program will be implemented with students in small groups in order to improve reading fluency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Teachers who have been trained in the Orton Gillingham multi-sensory reading program have begun implementing OG lessons in their sessions upon return to their sites, with immediate results. Students show an increase in phonological awareness, word blending, and other reading processes. This intervention strategy is supporting students as they work toward accessing grade-level standards.

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

The OG skills that trained teachers have received have been implemented as intended, and are meeting the articulated goal.

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.

No changes to be made at this time. Individual student progress is increase since the onset of the utilization of this program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Decrease behavior issues by de-escalating situations through crisis prevention trainings.

LEA/LCAP Goal

Decreasing removal of students from classrooms, suspension rates and increased need for behavior intervention plans.

Goal 2

Increase skills of staff in the area of behavior management and de-escalation strategies.

Identified Need

Post COVID students behavioral needs have increased as well as new staff not being fully trained to work with students during a behavioral crisis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of student removals due to increased student behaviors that staff are not trained to work with or deescalate.	Not all staff are currently trained in CPI process nor have knowledge of how to use	All staff who work directly with students will be trained in Crisis Prevention Intervention strategies.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in need of behavioral support

Strategy/Activity

Staff training in crisis prevention intervention strategies in order to safely and effectively work with students who have significant behavioral needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

75,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Auxiliary work outside of employee calendared work days
25,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Auxiliary work outside of employee calendared work days

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Eighteen school psychologist were provided a 2-day training on Restorative Practices and Circles using the curriculum from the International Institute on Restorative Practices (IIRP). Companion books were also purchased to enrich the learning and practice of Restorative Practices. School Psychologist have been able to use the training to enhance their effectiveness as school psychologists as they have used Restorative Circles in their practice.

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

There are no major differences to report.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Teacher and Educator self-care, Social Skills and Mindful schools SEL trainings.

LEA/LCAP Goal

Implement K-12 social skills curriculum as a consistent curriculum across K-12 sites, supporting students with identified mental health and special education needs, while creating a positive classroom environment to improve climate and culture.

Goal 3

Implement social skills curriculum within our classrooms and sites and create positive classroom environments, while improving communication and academic performance with will reduce discipline and suspension rates.

Identified Need

Increased awareness of the importance of self-care, increased social skills trainings for all students within our programs, reduce suspension rates and provide a climate rich in social emotional learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful and completed staff trainings in Self-Care	Increased training participation in needed area	100% of staff participating in education of self-care and professional development in school culture/climate
Minimum of 400 students provided purpose prep curriculum	100 current student license	Minimum of 400 students taught skills through Purpose Prep Social Skills Curriculum
Certificate of completion in mindful schools SEL Trainings and number of Trainers staffed	Completed pre-requisite mindful school courses to begin certification	Staff become Certified Trainers in Mindful Schools

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education students

Strategy/Activity

Staff development on Self-Care strategies to increase awareness of social emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3,000

Source(s)

Title I Part A: Allocation
5800: Professional/Consulting Services And
Operating Expenditures
Professional development consultant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special education students

Strategy/Activity

Implementation of Purpose Prep to improve social skills for at promise students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5,000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Supplemental SEL curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education students

Strategy/Activity

Professional development for staff to become certified trainers of Mindful Schools. Staff will then be able to train staff at school sites for wider implementation of mindfulness skills for students needing additional social emotional supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

50,000

Source(s)

Title I Part A: Allocation
5800: Professional/Consulting Services And
Operating Expenditures
Professional development

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

We have implemented Mindfulness practices throughout our Mental Health Continuum in Tulare County. We are expanding mindfulness practices through a modeling/consultation training program to our k-12 students including our students in court/community and juvenile detention facility schools. The mindfulness training model will occur directly in the classrooms to offer educators a hands on approach. Following the training session they will receive ongoing consultation including lessons. In addition we are offering monthly mindfulness webinar sessions as additional training for all educators.

Our educationally related mental health services has embedded Social Emotional learning using various social skills curriculum. Our mindfulness trainer and team members receive training from mindful schools.

We are currently implementing second step, LEAPS, Zones of Regulation, Jeremy Anderson, and Centervention as our primary social skills curriculum many times based on students age and abilities.

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

We are using a combination of training solutions from classroom hands on teaching models, district professional development to our traditional county-wide trainings.

It is important that we continue to increase our knowledge of district social emotional learning curriculum to support educators in implementation with fidelity. We will work to build capacity within our districts with the ultimate goal of social emotional learning practices across students entire school day.

We have adjusted our trainings from a professional development educator only model to a classroom model. With staffing shortages and the increasing demands for educators we are finding more success in sharing practices through “real” application. Mindful Schools training/certification, both in time and financial is a significant commitment that we have had to prepare for more long-term than we had expected to meet our goals.

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.

No changes made to this goal at this time, due to increased social emotional need of our students and staff and the ongoing turn around in staff over the past couple of years. Our social skills, mindfulness and SEL supports have continued to assist in meeting both student and staff needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Building Restorative Practices Approach program wide and building crisis preparedness and response.

LEA/LCAP Goal

Build and improve social emotional learning through Restorative Practices, Circles program/curriculum and PREPaRE training, in order to better support programs behavioral needs.

Goal 4

Provide school psychological and behavioral staff with professional development in the foundations and use of Restorative Practices, Restorative Circles training/program model and in crisis preparedness and response to better support our schools, sties and individuals classrooms needs.

Identified Need

Decreasing behavioral issues/concerns within individual classrooms, site wide and program wide, with the specific intention to decrease suspension and need for behavior emergencies plans.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Behavioral data collected on individual students, within classrooms and program wide.	School psychologists and behavior teams will train staff on current sites and facilitate Restorative Practices, Restorative Circles and PREPaRE crisis preparedness and response trainings and oversight of implementation.	Classroom staff who provide direct 1:1 oversight of students with behavior issues, will be fully trained in and implement behavioral strategies, which will lead to a decrease in individual behavioral issues/concerns program wide and need for behavior emergency plans.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special education students

Strategy/Activity

Provide staff training in Restorative Practices, Restorative Circles and PREPaRE strategies so they can safely and effectively support the behavioral needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
14,000	Title I Part A: Allocation 4000-4999: Books And Supplies Training materials and supplies
24,000	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

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

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.

No changes at this time, as restorative practices continue to meet both student and site needs post COVID.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$215,281
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$603,281.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$215,281.00
Title I Part A: Allocation	\$364,000.00
Title IV Part A: Student Support and Academic Enrichment	\$24,000.00

Subtotal of additional federal funds included for this school: \$603,281.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$603,281.00

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
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	215,281.00
Title I Part A: Allocation	364,000.00
Title IV Part A: Student Support and Academic Enrichment	24,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	446,281.00
2000-2999: Classified Personnel Salaries	75,000.00
4000-4999: Books And Supplies	19,000.00
5800: Professional/Consulting Services And Operating Expenditures	63,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	215,281.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	207,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	75,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	19,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	63,000.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	24,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,000.00
Goal 2	100,000.00
Goal 3	58,000.00
Goal 4	38,000.00
Goal 5	397,281.00

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:

Sarah Hamilton School Principal

Tiffany Stark Parent or Community Members

Brice Meek Secondary Students

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Sarah Hamilton on

SSC Chairperson, Malinda Furtado on

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Sarah Hamilton, Administrator II, AcCEL-Court/Community Schools

SUBJECT:

School Plan for Student Achievement

DESCRIPTION/SUMMARY:

The School Plan for Student Achievement is designed to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state and local programs. Each of the goals are designed to meet identified needs from evaluating data provided by the CDE Dashboard, CAASPP, local surveys and assessments, as well as stakeholder input.

FINANCING:

N/A

RECOMMENDATION:

Board approval

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tulare County Court	54105465430061	November 16, 2022	December 12, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) plan is educate at-promise youth in a safe and nurturing environment as outlined in our LCAP goals. Our at-promise, highly transient population is either on probation, expelled from their local school districts or both and deserve access to the core curriculum.

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

TCOE court school will effectively meet the ESSA requirements: All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments. All students and parents/guardians will be involved in the educational progress through a multi-discipline support team. Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to school mobility. Expelled youth will be supported to successfully complete the conditions of their expulsion in order to return to their home districts to support the prevention of dropouts and increase graduation rate.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Shared below are the major feedback points shared by required educational partner groups as part of the LCAP development process.

ELAC Parents

Parents indicated (62%) a need for more academic support for English Learners to accelerate rate of progress.

Teachers and Other School Personnel (inclusive of bargaining units, Classified Instructional Aides, site administration/principal)

Survey and in-person meeting input indicated the continuance of professional development in the areas of Math, English Language Development, and technology.

Students

A need for access to social-emotional supports and continued access to technology were two areas identified by students.

Parents/Parent Advisory Committee (PAC)

Results of parents surveys indicated that 75% of respondents shared concerns with student mental health due to the impact of COVID-19. They also indicated a want for parent information meetings related to topics such as work experience for their child, teen dating and violence, social media, human trafficking and other topics.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited by administration on a daily basis. Teachers rotate between classrooms throughout the day; students remain in the same classroom. The ratio for technology and student is 1:1. Teachers also implement technology to enrich all core curriculum: saavas, mathia, edpuzzle, kahoots, storyboardthat, and nearpod.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

TCOE Court School is utilizing CAASPP and NWEA assessment data to inform professional development and curriculum design and pacing to meet student gaps in math and ELA performance.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers monitor student work samples in all curricular areas. Writing assessments are used to monitor student progress in ELA.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Tulare County Office of Education Court School teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are 5 staff development days throughout the school year. There are monthly staff development opportunities specifically to address ELD and technology needs. Staff have access to all appropriate instructional materials that align with the state standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on data from state and local assessments.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Technology and ELD consultants support teachers throughout the year. Teachers meet weekly to collaborate regarding curriculum and instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly to collaborate regarding curriculum and instruction for grades 7-12.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lesson plans are based on state standards that align with curriculum and instruction to meet performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

School schedule is designed to adhere to the minutes for instructional time for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has flexibility for interventions depending upon needs. Students are assessed upon enrollment to address intervention needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to the core curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to the core curriculum with specialist in place, as needed.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Credit recovery classes are offered to all students.

Evidence-based educational practices to raise student achievement

Current State Standards curriculum and Response to Intervention is implemented. Students received weekly evidence-based Social-Emotional curriculum.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Attendance at SSC, ELAC/DELAC and LCAP meetings.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All parents, teachers, students, other community representatives and school personnel are invited via email, posted flyers and phone contact to attend SSC, ELAC/DELAC and LCAP meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 4 supports staff development for Student Transition Specialist and High School Counselor. Title 3 Court school is part of our County Consortium. Title 1 Part A is for technology support. Title 1 is used to support neglected and delinquent students.

Fiscal support (EPC)

Supplemental education programs are provided to support underperforming students. Edgenuity, Read Naturally and Newsela are programs specially designed for this purpose.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) meets 5 times a year to review the needs assessment and progress of student groups. During these meeting defined actions and services are reviewed. Participants included: students, teachers, counselors, parents, community members and administrative staff. SSC approved SPSA on Oct 22, 2020.

Resource Inequities

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

Tulare County Court school does not have any resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	2%	%	%	1		
African American	6%	7.7%	7.32%	3	3	3
Asian	0%	%	%	0		
Filipino	0%	%	2.44%	0		1
Hispanic/Latino	86%	89.7%	90.24%	43	35	37
Pacific Islander	0%	%	%	0		
White	6%	2.6%	%	3	1	
Multiple/No Response	0%	%	%	0		
Total Enrollment				50	39	41

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 7	1		
Grade 8	4	2	1
Grade 9	3	2	1
Grade 10	9	9	9
Grade 11	11	14	10
Grade 12	22	12	18
Total Enrollment	50	39	39

Conclusions based on this data:

1. Due to a higher population of juniors and seniors who are credit deficient an on-line diploma program has been implemented as well as a credit recovery program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	11	11	9	22.0%	28.20%	23.1%
Fluent English Proficient (FEP)	9	9	6	18.0%	23.10%	15.4%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. Due to the number of students enrolled the ELAC/DELAC meetings will continue. The ELAC/DELAC community members (parents of the English Learners) advise and assist schools in making important decisions related to services for English Learners.
2. Tulare County Court school is part of the county consortium for Title 3

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7			*			0			0			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	21	12	19	16	12	16	16	12	16	76.2	100.0	84.2
All Grades	23	14	22	17	14	17	17	14	17	73.9	100.0	77.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2413.	2452.	2465.	0.00	0.00	0.00	0.00	8.33	12.50	6.25	16.67	25.00	93.75	75.00	62.50
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	7.14	11.76	5.88	14.29	23.53	94.12	78.57	64.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	*	18.75	*	*	81.25	*	*
All Grades	0.00	*	*	17.65	*	*	82.35	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	*	0.00	*	*	100.0	*	*
All Grades	0.00	*	*	0.00	*	*	100.0	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	*	43.75	*	*	56.25	*	*
All Grades	0.00	*	*	41.18	*	*	58.82	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	*	25.00	*	*	75.00	*	*
All Grades	0.00	*	*	23.53	*	*	76.47	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Throughout the school year, consultants will need to continue to support teachers. Math consultant will give specific guidance to improve best practices for student engagement and performance. Teachers meet as a collective body to discuss data and ways to improve grade level growth.
2. The English Learners will continue to have a specific designated time for English Learners; teachers will continue to monitor growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7			*			0			0			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	21	12	19	16	12	16	16	12	16	76.2	100.0	84.2
All Grades	23	14	22	17	14	17	17	14	17	73.9	100.0	77.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2361.	2366.	2387.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8.33	0.00	100.0	91.67	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.14	0.00	100.0	92.86	100.0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	*	0.00	*	*	100.0	*	*
All Grades	0.00	*	*	0.00	*	*	100.0	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	*	12.50	*	*	87.50	*	*
All Grades	0.00	*	*	11.76	*	*	88.24	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	*	6.25	*	*	93.75	*	*
All Grades	0.00	*	*	5.88	*	*	94.12	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Professional development will focus on student engagement strategies.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	5	
11	*	*	*	*	*	*	*	*	*	6	4	8
12	*	*	*	*	*	*	*	*	*	*	*	6
All Grades										12	10	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	*	0.00	41.67	*	25.00	50.00	*	50.00	0.00	*	25.00	12	*	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	*	12.50	33.33	*	25.00	41.67	*	50.00	0.00	*	12.50	12	*	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	*	0.00	16.67	*	6.25	50.00	*	50.00	25.00	*	43.75	12	*	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	*	0.00	58.33	*	56.25	33.33	*	43.75	12	*	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.33	*	56.25	41.67	*	37.50	0.00	*	6.25	12	*	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	*	0.00	58.33	*	31.25	25.00	*	68.75	12	*	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	6.25	91.67	*	56.25	8.33	*	37.50	12	*	16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The English Language Development (ELD) curriculum was purchased and implemented. Each English learner participate in designated instruction daily. Language progress is monitored by local assessment (NWEA).
2. The 3D (ELD curriculum) will continue to be the text for English learners; however, the Read Live program will be added as their elective to enhance reading comprehension skills.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
39	100.0	28.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	28.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	39	100.0
Students with Disabilities	10	25.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	7.7
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	35	89.7
Two or More Races		
Native Hawaiian or Pacific Islander		
White	1	2.6

Conclusions based on this data:

- All students enrolled in TCOE Court School is Socio-economically disadvantaged.

2. Hispanics comprise the largest demographic make-up of the TCOE Court School.







School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Yellow
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
College/Career  No Performance Color		

Conclusions based on this data:

1. TCOE Court School has a good performance indicator for suspensions with a Green Indicator color.
2. Inadequate data to provide valid conclusions on the remaining performance indicators.

School and Student Performance Data

Academic Performance English Language Arts

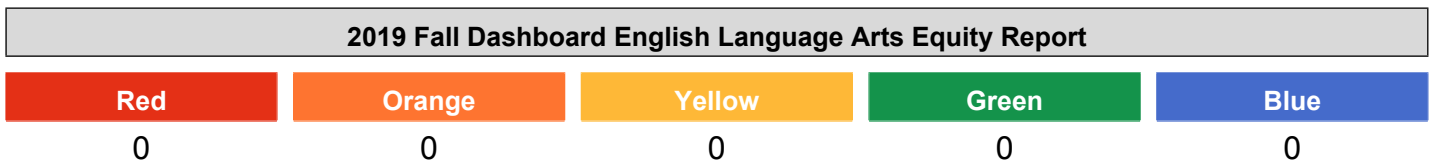
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Foster Youth</p> <p>No Performance Color 0 Students</p>
<p>Homeless</p> <p>No Performance Color 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p>Students with Disabilities</p> <p>No Performance Color 0 Students</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	0 Students	Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. TCOE Court School students are below standard in ELA..

School and Student Performance Data

Academic Performance Mathematics

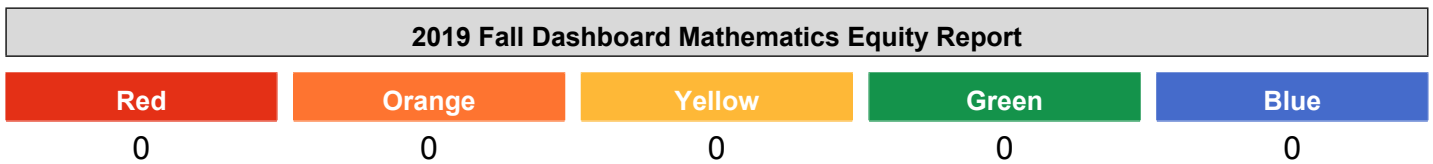
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p>Students with Disabilities</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. TCOE Court School students are below standard in mathematics.

School and Student Performance Data

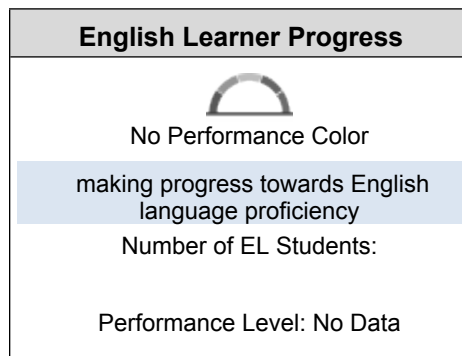
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Inefficient data to make a conclusion

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	7	100
African American	1	14.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	6	85.7
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	14.3
Socioeconomically Disadvantaged	7	100
Students with Disabilities	4	57.1
Foster Youth	1	14.3
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. TCOE Court School is currently working towards preparing students for college and career through certificate programs and CTE building trades class.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

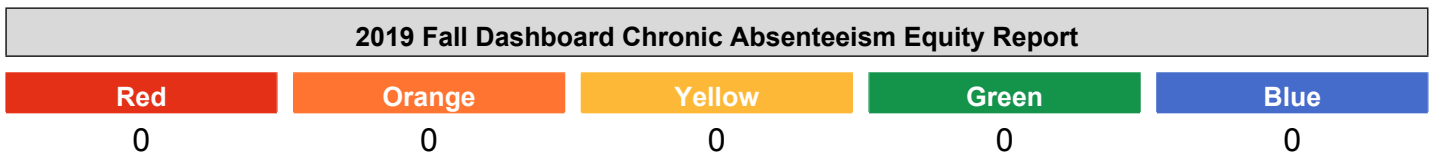
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Foster Youth</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>
<p>Homeless</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">7</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>

Conclusions based on this data:

1. Inadequate data to make a valid conclusion regarding the student performance indicator chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	7		0	
English Learners	1		0	
Foster Youth	1		0	
Homeless				
Socioeconomically Disadvantaged	7		0	
Students with Disabilities	4		0	
African American	1		0	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	6		0	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Inadequate data from the Dashboard to form a conclusion.

School and Student Performance Data

Conditions & Climate Suspension Rate

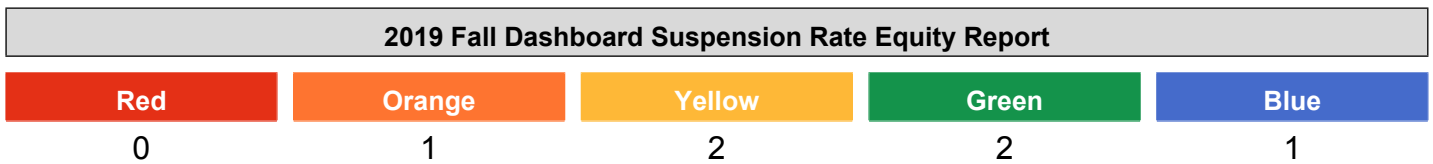
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Yellow 1.8 Maintained +0.1 511	<p>English Learners</p> Green 0.9 Maintained 0 113	<p>Foster Youth</p> Blue 0 Declined -2.1 39
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Yellow 1.8 Maintained +0.1 511	<p>Students with Disabilities</p> Orange 9.7 Increased +0.3 31

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.3 Increased +4.3 23	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.7 Maintained +0.1 402	 No Performance Color Less than 11 Students - Data 8		 Green 1.6 Declined -1.5 63

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	1.8

Conclusions based on this data:

1. TCOE Court School experienced a decline in suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement

LEA/LCAP Goal

All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes both their academic and social-emotional growth.

Goal 1

All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes both their academic and social-emotional growth.

Identified Need

The LEA developed this Goal based on the following data related to the performance of specific Unduplicated Pupil groups.

- Socioeconomically Disadvantaged (SED) students performed at 183 points below Standard in English Language Arts (ELA) and 244.9 points below Standard in Math.
- Chronic Absenteeism rate for TCOE's SED students is 43.8% (12.9% for SED Statewide), English Learners have a rate of 29.1% (9.9% for EL Statewide), and Foster Youth have a rate of 26.7% (20.1% Statewide)
- Per most recent Dashboard information, 0% of SED students are prepared (SED College and Career preparedness Statewide is 35.8%)
- The Graduation Rate for TCOE Court and Community SED students is 6.9% and 0% for English Learners.

The Actions and Metrics will directly impact achievement of the Goal by Actions providing the means to increase achievement through components within each Action and the Metrics providing the measurements by which Action impact is monitored for effectiveness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency-State Assessment	0% of students met the standard	1% proficient in 2022-23
Math Proficiency-State Assessment	0% of students met the standard	1% proficient in 2022-23
English Learners- ELPAC	29% of ELs showed 1 year's growth	30% to show 1 year's growth in 2022-23
Foster Youth acquiring credits toward graduation	100%	Maintain 100% in 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental courses to expand course offerings and provide technical skills for students at promise and to support them with life skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

106,464

Source(s)

Title I Part D
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Education Technology Specialist to support teachers in professional learning with implementation of instructional technology and support student use and access to supplemental educational software programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

22,960

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Classified Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development to support classroom instruction and student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

12,000

Source(s)

Title I Part D
5800: Professional/Consulting Services And
Operating Expenditures
Contracts for professional development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional development to support development of English language skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2500

Source(s)

Title I Part D
None Specified
Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials to reinforce learning with hands-on manipulatives and realia

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

50,000

Source(s)

Title I Part D
4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Supplemental leveled reading books to build literacy skills for at promise English Learner students. This will help build reading comprehension skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

20,000

Source(s)

Title I Part D
4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials and supplies to include flip charts, white boards, copy paper, writing tools, to support student activities, engagement and lesson comprehension. This will foster improvement in ELA and Math skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

25,000

Source(s)

Title I Part D
4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology to support instruction and reinforce learning through visual representation and access to supplemental programs to improve reading, writing and math skill development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

35,000

Source(s)

Title I Part D
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Court school maintained a staff of highly qualified instructors to support instruction in all core curriculum as well as ELD.

Students were assessed three times during the school year to determine base levels and growth in ELA and Math using the NWEA and local assessments. Based on the assessments, students continue to need to develop skills in these areas.

Staff continued to implement the current ELD Curriculum (3D) with students on a daily basis, in order to improve English Language Development.

The focus on staff development was on Technology and ELD. Staff reported benefit to frequent consultation with both the Technology and ELD consultants who were contracted with on a monthly basis.

While most technology was up to date, both keyboards and mice needed to be updated to ensure student access to technology and curriculum.

The High School Counselor and Student Transition Specialist work well together to provide Social Emotion educational opportunities as well as Character Counts. They assist students by helping them to enroll in FAFSA and monitor high school credits continuously.

Professional development was an area that was reexamined. The professional development that is continued this year will be focused on supporting English Learners.

New strategies have been developed to support student learning and enhance learning opportunities through a variety of modalities. Course offerings, books, supplies and professional development have all been identified as methods in which students benefit and increase student achievement.

Successes:

All four graduates had spent a great deal of time at the court school prior to be released to the community schools. It continues to be a benefit to have the same curriculum and pacing at both Court and Community Schools to ensure continuity when students move between the schools.

Challenges:

1. Many students who enrolled in the court school had not been actively engaged in their education due to COVID. They were unfamiliar with Zoom protocols or how to engage with their education as many had not been in school for months.
2. Due to lack of attendance in school, students were not practicing academic language, which reflected in their ELPAC and CAASPP scores.
3. Due to the small staff size and lack of substitute staff, it was not possible to send staff to the extensive professional development that was proposed in the original SPSA for 2021-22.

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

Due to the small staff size and lack of substitute staff, it was not possible to send staff to the extensive professional development that was suggested in the original SPSA for 2021-22.

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.

Goal 1 has been rewritten to align with the LCAP. The services and actions provided in this goal supplement the needs in the program evaluation identified in the LCAP. Supplemental materials and books as well as technology, will be purchased which will provide students the opportunity to learn through a variety of modalities to improve ELA, Math and English Language acquisition.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student and Parent engagement

LEA/LCAP Goal

All students will receive support with their educational progress through a multi-discipline support team which includes parents/guardians, staff, and educational partners.

Goal 2

All students will receive support with their educational progress through a multi-discipline support team which includes parents/guardians, staff, and educational partners.

Identified Need

The LEA developed this goal based on the following for 2022-23

- Student academic records at TCOE Court and Community schools indicate that the vast majority of SED, English Learners, and Foster Youth are very credit deficient upon enrolling.
- Student records also indicate that these same students are not on course to graduate.
- Further support the request by the parents/guardians of SED and EL students and by the Foster Youth Liaison to provide access to not only the information from the teacher at Parent/Teacher conferences, but also by inclusion of a particular student's counselor, transition specialist, and/or other staff member, as appropriate in the sharing of student all-round success or concerns.
- SED, EL, and Foster Youth attending TCOE require services and supports to best and quickly begin to address and remedy some of the challenges that have impeded their ability to find success. This requires a staff team to collaboratively address these areas of need.

The Actions and Metrics will directly impact achievement of the Goal by Actions providing the means to address student needs through components within each Action and the Metrics providing the measurements by which Action impact is monitored for effectiveness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at parent/teacher conferences by using rosters/sign-in sheets	5% parent participation	6% parent participation in 2022-23
Attendance Rate	Court School attendance 98%	Maintain 98% attendance in 2022-23
Suspension Rate	Court school suspension rate 1%	Maintain 1% suspension rate in 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Social Emotional Learning curriculum to support at promise students with social emotional learning. The curriculum will be used to foster a positive outlook in their behavior, life goals and accrued credits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

10,000

Source(s)

Title I Part D
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Involvement materials and supplies and to support parent education and other educational partners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1,631

Source(s)

Title IV Part A: Student Support and Academic Enrichment
4000-4999: Books And Supplies
Parent Involvement Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development opportunities for staff to support student social emotional learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5,000

Source(s)

Title I Part D
5800: Professional/Consulting Services And
Operating Expenditures
Travel and conference

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Successes:

Suspensions did not increase more than 1%.

Chronic absenteeism decreased by 2%.

Attendance continues to maintain at 98%.

Parents are encouraged to attend School Site Council and LCAP meetings to share their input. Parents were also provided a survey to give feedback on safety and educational concerns.

The High School Counselor and Student Transition Specialist were able to attend trainings on a variety of topics including Social Emotional.

4 students graduated with a high school diploma at the end of the 2021-22 school year (the previous year there were none).

Challenges:

Staff reached out to parents for parent/teacher conferences but the response rate from parents was atypically low.

Briefly 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 changes to the plan.

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

This goal was modified to align with Goal 2 from the LCAP. Social Emotional learning has been identified as an area of need. Supplemental materials will be purchased to facilitate social emotional learning for students.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$290,555.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$290,555.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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: Allocation	\$22,960.00
Title I Part D	\$265,964.00
Title IV Part A: Student Support and Academic Enrichment	\$1,631.00

Subtotal of additional federal funds included for this school: \$290,555.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$290,555.00

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
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Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	22,960.00
Title I Part D	265,964.00
Title IV Part A: Student Support and Academic Enrichment	1,631.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	106,464.00
2000-2999: Classified Personnel Salaries	22,960.00
4000-4999: Books And Supplies	141,631.00
5800: Professional/Consulting Services And Operating Expenditures	17,000.00
None Specified	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22,960.00
1000-1999: Certificated Personnel Salaries	Title I Part D	106,464.00
4000-4999: Books And Supplies	Title I Part D	140,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	17,000.00
None Specified	Title I Part D	2,500.00

4000-4999: Books And Supplies

Title IV Part A: Student Support and Academic Enrichment

1,631.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	273,924.00
Goal 2	16,631.00

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
Karon Valdivieso	Principal
Angelica Aguilera- chairperson	Other School Staff
Lori Hanson	Classroom Teacher
F.C.	Secondary Student
E.M.	Secondary Student
Sara Longlee	Parent or Community Member
Marco Corona	Parent or Community Member
Frank Velasquez	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Karon Valdivieso on

SSC Chairperson, Angelica Aguilera on

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Sarah Hamilton, Administrator II, AcCEL-Court/Community Schools

SUBJECT:

School Plan for Student Achievement

DESCRIPTION/SUMMARY:

The School Plan for Student Achievement is designed to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state and local programs. Each of the goals are designed to meet identified needs from evaluating data provided by the CDE Dashboard, CAASPP, local surveys and assessments, as well as stakeholder input.

FINANCING:

N/A

RECOMMENDATION:

Board approval

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tulare County Community	54105465430343	November 16, 2022	December 12, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the plan is educate at-promise youth in a safe and nurturing environment as outlined in our LCAP goals. Our at-promise, highly transient population is either on probation, expelled from their local school districts or both and deserve access to the core curriculum.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

TCOE community schools will effectively meet the ESSA requirements: All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments. All students and parents/guardians will be involved in the educational progress through a multi-discipline support team. Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to school mobility. Expelled youth will be supported to successfully complete the conditions of their expulsions in order to return to their home districts to support the prevention of dropouts and increase graduation rate.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There is constant communication between students, parents, and staff due to the high transient rate and high needs of our at-risk students. This also means that the rate of parent member/attendee in school committees and groups is also constantly changing. TCOE engages parents and students in individual and group formats to assess needs and gather input and feedback to improve our program to maximize student opportunities for success. The enrollment size of the schools also allows school leaders the opportunity to engage staff in individual and group communication. This student/parent/staff engagement is inclusive of the process of educational partners for development of the Local Control and Accountability Plan. Throughout the school year, input for LCAP development was gathered at Student Transition meetings, staff in-service days, community member meetings, School Site Council (PAC) meetings, Parent/Teacher Conferences, ELAC meetings, and various student forums.

Teachers and Other School Personnel (inclusive of bargaining units, Classified Instructional Aides, site administration/principal)

Survey and in-person meetings input indicated the continuance of professional development in the areas of Math, English Language Development, and technology. Staff has also shared that attendance is a serious issue that needs to be addressed.

Students

A need for access to social-emotional support and continued access to technology were two areas identified by students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited by administration on a daily basis. Teachers have a self-contained classroom and give direct instruction for the duration of each class period. Classrooms are equipped with technology for each student so they can access instructional materials.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

TCOE Community Schools utilize CAASPP and additional assessment data to inform professional development and curriculum design and pacing to meet student gaps in Math and ELA performance.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers monitor student work samples in all curricular areas. Writing assessments are used to monitor student progress in ELA. Local assessments are used to monitor math and English proficiency.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Tulare County Office of Education Community School teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are 5 staff development days throughout the school year. There are monthly staff development opportunities specifically to address ELD and technology needs. Staff have access to all appropriate instructional materials that align with the state standards. Staff attend staff development opportunities in a variety of topics including truancy, social emotional learning, curriculum. These trainings are provided to staff so that they support students to master core content standards and earn credits towards a diploma.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on data from state and local assessments. Included are monthly staff meetings, as well as scheduled sessions monthly with technology and ELD consultants.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Technology and ELD consultants support teachers throughout the year. Teachers meet weekly to collaborate regarding curriculum and instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly to collaborate regarding curriculum and instruction for grades 7-12 with a focus on student achievement in ELA, Math and ELD. Instructional strategies are adjusted based on the needs of the learners.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lesson plans are based off of state standards that align with curriculum and instruction to meet performance standards. Online platforms are available to assist students in obtaining a diploma.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

School schedule is designed to adhere to the minutes for instructional time for reading/language arts, mathematics and PE.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has flexibility for interventions depending upon needs. Students are assessed upon enrollment to address intervention needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to the core curriculum which is aligned to the California State Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to the core curriculum with specialist in place, as needed.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Credit recovery classes are offered to all students.

Evidence-based educational practices to raise student achievement

Current State Standards curriculum and Response to Intervention is implemented. Students received weekly evidence-based Social-Emotional curriculum.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Attendance at SSC, ELAC/DLAC and LCAP meetings. Parent conferences are conducted twice a year to inform parents of their student's progress. Foster youth/Homeless resources are provided to parents and students as needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All parents, teachers, students, other community representative and school personnel are invited via email, posted flyers and phone contact to attend SSC, ELAC/DELAC and LCAP meetings. Parents also give feedback during parent conferences.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 4 supports staff development for Student Transition Specialist and High School Counselor. Title 3 Community school is part of our County Consortium. Title 1 Part A is for technology support. Title 1 is used to support neglected and delinquent students.

Fiscal support (EPC)

Supplemental education programs are provided to support underperforming students. Edgenuity, Read Naturally and Newsela are programs specially designed for this purpose.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets to review the needs assessments and progress of student groups throughout the year. During these meeting defined actions and services are reviewed. Participants include: students, teachers, counselors, parents, community members, and administrative staff. In developing the plan, the SSC also receives input from the ELAC to support English Learner and their academic as well as social-emotional development. The development of the plan also includes input from our community partners such as Probation, mental health providers, and law enforcement. School Site Council approved the plan on November 16, 2022.

Resource Inequities

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

The students who are enrolled in the Community School present significant needs in many areas. The majority who enter the program are significantly behind in credits as well as their ability to access grade level materials and instruction. By the nature of the program, all students also bring social-emotional needs that cannot be addressed in traditional school setting. Challenges that students present include attendance issues, serious misbehaviors, drug and alcohol abuse, anger management issues, poverty, teen pregnancy, being in the foster care system, and homelessness.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	2.78%	4.9%	5.26%	1	2	1
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	86.11%	92.7%	89.47%	31	38	17
Pacific Islander	0%	%	%	0		
White	11.11%	2.4%	5.26%	4	1	1
Multiple/No Response	0%	%	%	0		
	Total Enrollment			36	41	19

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 8		1	
Grade 9	6	5	
Grade 10	9	10	2
Grade 11	10	14	7
Grade 12	11	11	10
Total Enrollment	36	41	19

Conclusions based on this data:

1. The student enrollment consists of 94% Hispanic/Latino, 6% White. Grade level enrollment: 9th- 0%, 10th- 10%, 11- 36%, 12th- 52%. Due to a higher population of juniors and seniors who are credit deficient an on-line diploma program has been implemented as well as a credit recovery program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	7	9	6	19.4%	22.00%	31.6%
Fluent English Proficient (FEP)	8	7	4	22.2%	17.10%	21.1%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. Due to the number of students enrolled the ELAC meetings will continue. The ELAC community members (parents of the English Learners) advise and assist schools in making important decisions related to services for English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	11			10			10			90.9		
Grade 8	28	*	*	27	*	*	26	*	*	96.4		
Grade 11	29	12	6	16	4	*	16	4	*	55.2	33.3	
All Grades	68	13	7	53	5	4	52	5	4	77.9	38.5	57.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*			*			*		
Grade 8	2382.	*	*	0.00	*	*	0.00	*	*	7.69	*	*	92.31	*	*
Grade 11	2408.	*	*	0.00	*	*	12.50	*	*	0.00	*	*	87.50	*	*
All Grades	N/A	N/A	N/A	0.00	*	*	3.85	*	*	3.85	*	*	92.31	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	0.00	*	*	7.69	*	*	92.31	*	*
Grade 11	0.00	*	*	18.75	*	*	81.25	*	*
All Grades	0.00	*	*	13.46	*	*	86.54	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	0.00	*	*	7.69	*	*	92.31	*	*
Grade 11	0.00	*	*	18.75	*	*	81.25	*	*
All Grades	0.00	*	*	11.54	*	*	88.46	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	0.00	*	*	15.38	*	*	84.62	*	*
Grade 11	0.00	*	*	18.75	*	*	81.25	*	*
All Grades	0.00	*	*	13.46	*	*	86.54	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	0.00	*	*	11.54	*	*	88.46	*	*
Grade 11	12.50	*	*	12.50	*	*	75.00	*	*
All Grades	3.85	*	*	9.62	*	*	86.54	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Teachers meet throughout the year to discuss data. Data drives teacher decision-making in curriculum development and lesson planning.
2. The English Learners will continue their involvement in the designated time for English Learners; teachers will continue to monitor growth.
3. In order to support student language development, staff development opportunities are made available in the areas of ELA and ELD.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	11			10			10			90.9		
Grade 8	28	*	*	26	*	*	26	*	*	92.9		
Grade 11	30	12	6	19	4	*	19	4	*	63.3	33.3	
All Grades	69	13	7	55	5	4	55	5	4	79.7	38.5	57.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*			*			*		
Grade 8	2360.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*
Grade 11	2396.	*	*	0.00	*	*	0.00	*	*	10.53	*	*	89.47	*	*
All Grades	N/A	N/A	N/A	0.00	*	*	0.00	*	*	7.27	*	*	92.73	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	0.00	*	*	0.00	*	*	100.0	*	*
Grade 11	0.00	*	*	5.26	*	*	94.74	*	*
All Grades	0.00	*	*	3.64	*	*	96.36	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	0.00	*	*	3.85	*	*	96.15	*	*
Grade 11	0.00	*	*	0.00	*	*	100.0	*	*
All Grades	0.00	*	*	3.64	*	*	96.36	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*			*			*		
Grade 8	0.00	*	*	11.54	*	*	88.46	*	*
Grade 11	0.00	*	*	21.05	*	*	78.95	*	*
All Grades	0.00	*	*	14.55	*	*	85.45	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the low percentage of students who are meeting the standard, a new math curriculum that will meet the needs of students has been purchased. Teachers will be trained in the curriculum and be provided with professional development to align best math instructional practices to meet student academic goals as well as to increase student engagement. This will be accomplished through staff development days throughout the school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		5	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	6	*	*
12	*	*	*	*	*	*	*	*	*	5	*	*
All Grades										22	6	4

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	*	*	36.36	*	*	45.45	*	*	4.55	*	*	22	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	*	*	54.55	*	*	13.64	*	*	4.55	*	*	22	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	*	*	27.27	*	*	31.82	*	*	36.36	*	*	22	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
8	*		*	*		*	*		*	*		*	
9	*	*		*	*		*	*		*	*		
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	9.09	*	*	77.27	*	*	13.64	*	*	22	*	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	68.18	*	*	27.27	*	*	4.55	*	*	22	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	*	*	50.00	*	*	45.45	*	*	22	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	*	*	86.36	*	*	9.09	*	*	22	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The English Language Development (ELD) curriculum was purchased and implemented. English learners participate in designated ELD daily. Language progress is monitored by local assessments (NWEA).
2. My Perspectives is a newly purchased ELA curriculum that supports the development of English learners through embedded supports. The ELD curriculum in use for designation instruction daily is English 3D.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
41	80.5	22.0	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	22.0
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	33	80.5
Students with Disabilities	9	22.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	4.9
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	38	92.7
Two or More Races		
Native Hawaiian or Pacific Islander		
White	1	2.4

Conclusions based on this data:

1. The student population of TCOE Community Schools are predominately Hispanic.

2. The majority of the student population of TCOE Community Schools are Socio-economically disadvantaged.







School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Red
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
College/Career  No Performance Color		

Conclusions based on this data:

1. Due to the low enrollment in TCOE Community Schools, TCOE Community Schools did not have the minimum number of students to populate the CDE Dashboard performance indicator fields.

School and Student Performance Data

Academic Performance English Language Arts

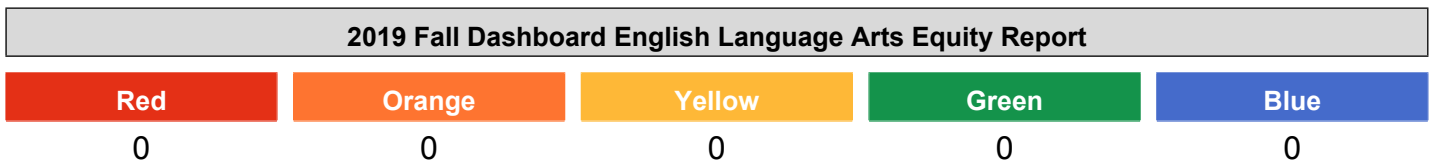
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>196.4 points below standard</p> <p>14</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>196.7 points below standard</p> <p>14</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 199.5 points below standard 13	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

- Inadequate data from the CDE Dashboard to determine valid conclusions regarding ELA Performance.

School and Student Performance Data

Academic Performance Mathematics

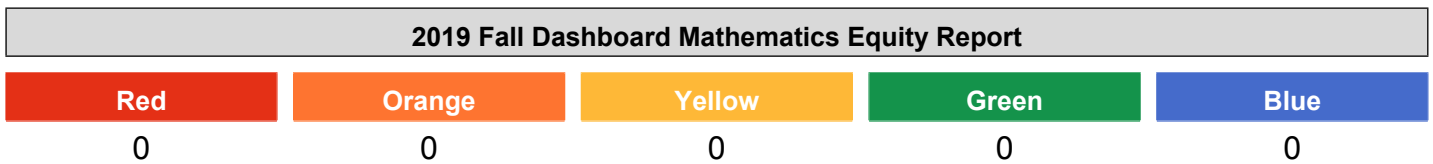
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>244.6 points below standard</p> <p>15</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>244.9 points below standard</p> <p>15</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 248.1 points below standard 14			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

- Inadequate data to determine valid conclusions regarding Math Performance.

School and Student Performance Data

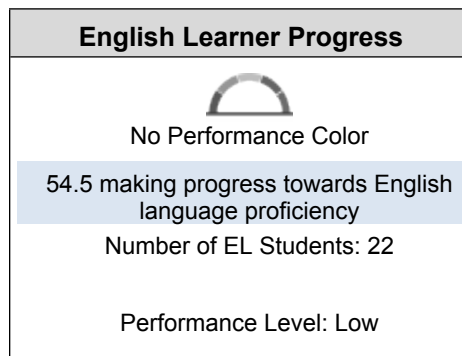
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	27.2		54.5

Conclusions based on this data:

1. 54.5% of English Learners are making strong academic progress.
2. There is a need to address Level 2 EL students in order to bridge from level 2 to 3.
3. Tulare County Community school is part of the county consortium for Title III.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	7	100
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	6	85.7
Native Hawaiian or Pacific Islander		
White	1	14.3
Two or More Races		
English Learners	1	14.3
Socioeconomically Disadvantaged	5	71.4
Students with Disabilities	1	14.3
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Inadequate data to determine valid conclusions regarding College/Career Preparedness.
2. TCOE Community Schools has developed and implement a plan based on credits attainment to address the need of preparing students for College/Career.
3. Due to the transitory nature of the program, CTE elective provides an opportunities for students who can return to a comprehensive high school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

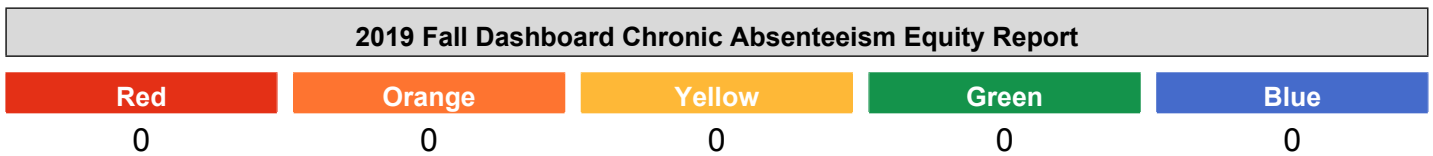
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>84.4</p> <p>32</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>85.7</p> <p>28</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">83.3</p> <p align="center">30</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>

Conclusions based on this data:

1. Inadequate data to determine valid conclusions regarding Chronic Absenteeism.
2. Because attendance continues to be a serious need for students in the school, there will be continued efforts to engage students on a deeper level and encourage positive attendance.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	7		0	
English Learners	1		0	
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	5		0	
Students with Disabilities	1		0	
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	6		0	
Native Hawaiian or Pacific Islander				
White	1		0	
Two or More Races				

Conclusions based on this data:

1. Due to the transitory nature of the program and often short-term enrollment of students, some students who attend the program return to their school of residence and graduate with peers. This not reflected in the data on this page.
2. Inadequate data to determine further valid conclusions regarding other student groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

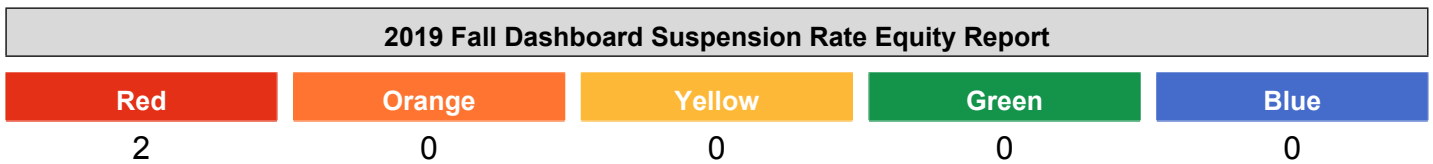
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>36.4</p> <p>Increased Significantly +11</p> <p>236</p>	<p>English Learners</p> <p>No Performance Color</p> <p>20</p> <p>Declined -1.4</p> <p>45</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>37.7</p> <p>Increased Significantly +11.3</p> <p>204</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>55.2</p> <p>29</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5		 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 37.3 Increased Significantly +11.1 201	 No Performance Color Less than 11 Students - Data 3		 No Performance Color 21.7 Increased +1.7 23

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	25.4	36.4

Conclusions based on this data:

1. TCOE Community Schools continues to review suspension policies and adjust suspension, discipline and restorative practices.
2. Increases in suspensions of Hispanic and Socio-economically disadvantaged students has prompted TCOE Community Schools to self-examine and specifically address new ways in which to discipline students.
3. Student engagement was examined and support for student engagement strategies will be implemented.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Ensuring and increase in academic achievement for all students in all content areas.

LEA/LCAP Goal

All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes both their academic and social-emotional growth.

Goal 1

All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes both their academic and social-emotional growth.

Identified Need

The LEA developed this Goal based on the following data related to the performance of specific Unduplicated Pupil groups.

- Socioeconomically Disadvantaged (SED) students performed at 183 points below Standard in English Language Arts (ELA) and 244.9 points below Standard in Math.
- Chronic Absenteeism rate for TCOE's SED students is 43.8% (12.9% for SED Statewide), English Learners have a rate of 29.1% (9.9% for EL Statewide), and Foster Youth have a rate of 26.7% (20.1% Statewide)
- Per most recent Dashboard information, 0% of SED students are prepared (SED College and Career preparedness Statewide is 35.8%)
- The Graduation Rate for TCOE Court and Community SED students is 6.9% and 0% for English Learners.

The Actions and Metrics will directly impact achievement of the Goal by Actions providing the means to increase achievement through components within each Action and the Metrics providing the measurements by which Action impact is monitored for effectiveness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency-State Assessment	0% of students met the standard (2021-22)	1% of students will meet the ELA standard in 2022-23
Math Proficiency-State Assessment	0% of students met the standard	1% of students will meet the Math Standard in 2022-23
English Learners ELPAC	0% of students demonstrated improvement	1% of ELs will show 1 year or more growth in 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional development to support development of English language skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2500

Source(s)

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Transition Specialist to assist at-promise students who are reading below grade level or at risk of not earning a high school diploma, with monitoring of student credit acquisition, monitoring of attendance and providing students with opportunities for social emotional skill development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

91,980

Source(s)

Title I Part D
2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Education Technology Specialist to support teachers in professional learning with implementation of instructional technology and support student use and access to supplemental educational

software programs as well as technology that will reinforce learning via video, online platforms and visuals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

17,562

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials to reinforce learning with hands-on manipulatives and realia

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

15,643

Source(s)

Title I Part D
4000-4999: Books And Supplies

100,000

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development that focuses on research based instructional strategies to support classroom instruction and student achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

12,000

Title I Part D
5800: Professional/Consulting Services And
Operating Expenditures
Contracts for professional development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental materials to reinforce learning with hands-on manipulatives and realia

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Community maintained a staff of highly qualified instructors to support instruction in all core curriculum as well as ELD.

Students were assessed three times during the school year to determine base levels and growth in ELA and Math using the NWEA and local assessments. Based on the assessments, students continue to need to develop skills in these areas.

Staff continue to implement the current ELD Curriculum (3D) with students on a daily basis, in order to improve English Language Development.

The focus on staff development was on Technology and ELD. Staff reported benefit to frequent consultation with both the Technology and ELD consultants who were contracted with on a monthly basis.

It continues to be a benefit to have the same curriculum and pacing at both Court and Community Schools to ensure continuity when students move between the schools.

The High School Counselor and Student Transition Specialist work well together to provide Social Emotion educational opportunities as well as Character Counts. They assist students by helping them to enroll in FAFSA and monitor high school credits continuously.

Professional development was an area that was reexamined. The professional development that is continued this year will be focused on supporting English Learners.

New strategies have been developed to support student learning and enhance learning opportunities through a variety of modalities. Course offerings, books, supplies and professional development have all been identified as methods in which students benefit and increase student achievement.

Successes:

- 1.Suspensions have decreased during the 2021-22 school year.
- 2.Students have responded well to the CTE program which was initially implemented during the 2021-22 school year.

Challenges:

- 1.Student attendance continues to be a significant issue. Enrollment is low overall and individual student absenteeism is high.
- 2.Due to the small staff size and lack of substitute staff, it was not possible to send staff to the extensive professional development that was proposed in the original SPSA for 2021-22.

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

Due to the small staff size and lack of substitute staff, it was not possible to send staff to the extensive professional development that was suggested in the original SPSA for 2021-22.

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.

Goal 1 has been rewritten to align with the LCAP. The services and actions provided in this goal supplement the needs in the program evaluation identified in the LCAP. Supplemental materials and books as well as technology, will be purchased which will provide students the opportunity to learn through a variety of modalities to improve ELA, Math and English Language acquisition.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Build capacity of students and parents to maximize educational outcomes.

LEA/LCAP Goal

All students will receive support with their educational progress through a multi-discipline support team which includes parents/guardians, staff, and educational partners.

Goal 2

All students will receive support with their educational progress through a multi-discipline support team which includes parents/guardians, staff, and educational partners.

Identified Need

The LEA developed this goal based on the following for 2022-23

- Student academic records at TCOE Court and Community schools indicate that the vast majority of SED, English Learners, and Foster Youth are very credit deficient upon enrolling.
- Student records also indicate that these same students are not on course to graduate.
- Further support the request by the parents/guardians of SED and EL students and by the Foster Youth Liaison to provide access to not only the information from the teacher at Parent/Teacher conferences, but also by inclusion of a particular student's counselor, transition specialist, and/or other staff member, as appropriate in the sharing of student all-round success or concerns.
- SED, EL, and Foster Youth attending TCOE require services and supports to best and quickly begin to address and remedy some of the challenges that have impeded their ability to find success. This requires a staff team to collaboratively address these areas of need.

The Actions and Metrics will directly impact achievement of the Goal by Actions providing the means to address student needs through components within each Action and the Metrics providing the measurements by which Action impact is monitored for effectiveness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at parent/teacher conferences by using rosters/sign-in sheets	95% parent participation	Maintain 95% parent participation in 2022-23
Attendance rate	No data available from dashboard	Increase daily student attendance to 65% in 2022-23
Suspension Rate	No data available from dashboard	Decrease suspension rate to 10% or less in 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development opportunities for staff to support student social emotional learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5,000

Source(s)

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Social Emotional Learning curriculum to support at promise students with social emotional learning. The curriculum will be used to foster a positive outlook in their behavior, life goals and accrued credits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

10,000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Involvement materials and supplies to support parent education and to build parent capacity in supporting their student in their education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2,000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Parent Involvement Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Incentives to improve student attendance which will positively impact skills acquisition in ELA, Math and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

25,000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials to reinforce learning with hands-on manipulatives and realia.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

57,219

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Successes:

The staff at Community school including teachers, Student Transition Specialist and Truancy officer have frequent parent contact including phone calls, home visits and parent/teacher conferences. Parent conference participation is 100%.

Students have access to a variety of opportunities to develop social emotional skills including access to a Social Worker who is assigned to both Superior and Mid County schools.

Students and parents communicate that access to the CTE program has been a benefit.

Students have access to credit recovery programs as needed to help achieve a diploma.

All students who attend school regularly are earning credits toward diploma.

Challenges:

Student attendance continues to be a challenge.

Briefly 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 changes.

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

This goal was modified to align with Goal 2 from the LCAP. Social Emotional learning has been identified as an area of need. Supplemental materials will be purchased to facilitate social emotional learning for students and to support course instruction to improve student achievement.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$492,054
Total Federal Funds Provided to the School from the LEA for CSI	\$201,719.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$338,904.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$201,719.00
Title I Part A: Allocation	\$17,562.00
Title I Part D	\$119,623.00

Subtotal of additional federal funds included for this school: \$338,904.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$338,904.00

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
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	201,719.00
Title I Part A: Allocation	17,562.00
Title I Part D	119,623.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	109,542.00
4000-4999: Books And Supplies	209,862.00
5800: Professional/Consulting Services And Operating Expenditures	19,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	194,219.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	7,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	17,562.00
2000-2999: Classified Personnel Salaries	Title I Part D	91,980.00
4000-4999: Books And Supplies	Title I Part D	15,643.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	239,685.00
Goal 2	99,219.00

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
Karon Valdivieso	Principal
Matt Lee	Classroom Teacher
Rohn Wittwer	Classroom Teacher
Angelica Aguilera- Chairperson	Other School Staff
Student	Secondary Student
Student	Secondary Student
Adriana Marroquin	Parent or Community Member
Marco Corona	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Sarah Hamilton on

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

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